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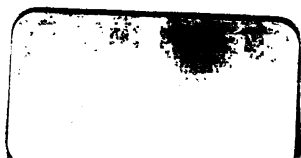
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# SPANISH SIMPLIFIED

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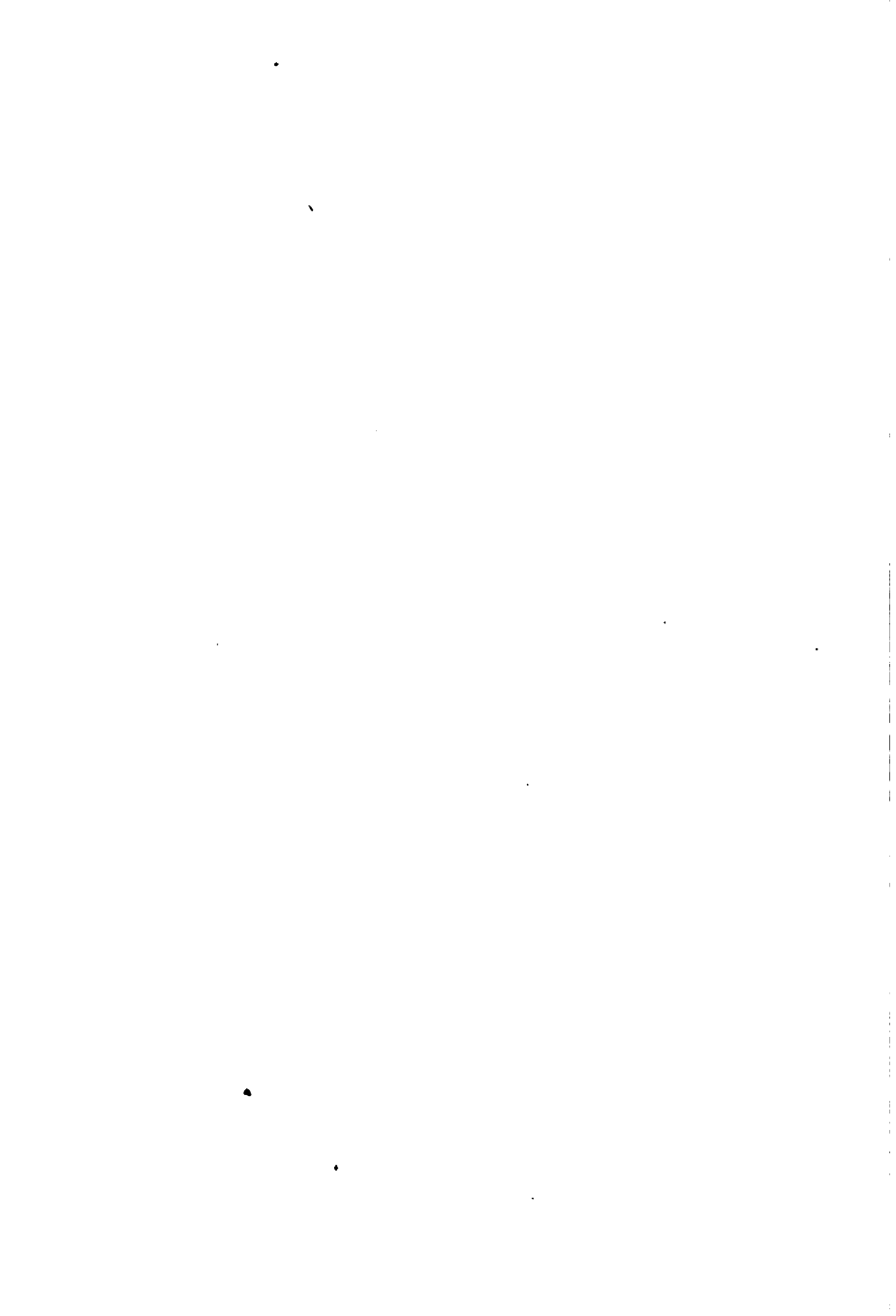
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# SPANISH SIMPLIFIED.

BEING  
A CONCISE AND LUCID EXPLANATION  
OF THE PRINCIPLES OF THE SPANISH LANGUAGE,  
ACCOMPANIED BY NUMEROUS EXAMPLES AND EXERCISES,  
AND FORMING A COMPLETE COURSE OF INSTRUCTION  
FOR THE PURPOSES OF READING,  
BUSINESS, AND TRAVEL.

FOR USE IN THE CLASS-ROOMS  
OF PUBLIC AND PRIVATE SCHOOLS, ACADEMIES,  
AND BUSINESS COLLEGES.

BY  
AUGUSTIN KNOFLACH,  
CORRESPONDING MEMBER OF THE BERLIN SOCIETY FOR THE STUDY OF MODERN LANGUAGES,  
AUTHOR OF "GERMAN SIMPLIFIED," "A MANUAL OF THE GERMAN LANGUAGE,"  
"GRADED EXERCISES," ETC.



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(A. L. A. — A. R. C. — A. S. C.)  
To the American People  
**PREFACE.**

In preparing this book, the author has endeavored to present, in a limited number of pages and in as simple a manner as possible, all the grammatical forms of the Spanish language actually required for practical purposes, without burdening the student's memory with useless rules and classifications. All details and exceptions of minor importance have been relegated to an appendix, the study of which may be taken up in connection with a review of the Lessons.

The utmost care has been taken in making the explanations so clear and explicit that they should be readily understood by even those students who have not the advantages of a teacher's instruction and have never before attempted to learn a foreign language. The author hopes that this will make the book a safe guide for self-instruction, as well as a means of saving much of a teacher's valuable time in the class room.

In the chapter on Pronunciation, the insertion of graded exercises after each group of letters and the adoption of the familiar marks used in Dictionaries and Readers will, it is hoped, aid the beginner materially in acquiring a good pronunciation in a comparatively short time.

The sentences composing the exercises are taken from the conversation of every-day life, and not only furnish the illustrations to grammatical rules, but supply, at the same



#### IV.

time, a full equipment of all those expressions that are most necessary for the purposes of business or travel, so that this book may be considered as a Manual of Conversation arranged in grammatical order.

Some of the Exercises may be found short when compared with the length of the Lesson, it being the author's conviction that the thorough study of few examples is conducive to better results than the translation of many sentences which, for want of time, must frequently be hurried through in a superficial and unsatisfactory manner. With his own pupils, the author never considers a Lesson as mastered, unless the students are able to read off the Spanish translation of the English exercise as readily and with as absolute correctness, as if they had a Spanish text before them. Teachers will find that the results attained in this manner fully warrant the experiment.

The Questions and Directions added at the end of the explanations to each Lesson may prove an aid to the teacher in ascertaining whether or not the subject has been properly understood.

The size of the book makes it especially adapted for use in Business Colleges, in which the course of study is usually limited to a few months, during which time, with proper application on the part of the students, its contents may be thoroughly mastered.

The author acknowledges his indebtedness, for many suggestions, to the works of Del Mar, Vingut, Hernandez, De Tornos, Monsanto, etc., and to the *Spanische Grammatik* by J. Schilling.

AUGUSTIN KNOFLACH.

## THE ALPHABET.

The Spanish Alphabet has one letter more than the English, the *ñ*; and *ch* and *ll* are each considered as one consonant. The letters *k* and *w* do not form part of the Spanish alphabet and are only found in a few foreign words. Here follow the letters with their names in Spanish:

A, a,	ä	N, n,	ä'ně
B, b,	bā	Ñ, ñ,	ä'nyě
C, c,	thā	O, o,	ō
Ch, ch,	tshā	P, p,	pā
D, d,	dā	Q, q,	koō
E, e,	ā	R, r,	ā'rrě
F, f,	ā'fě	S, s,	ā'ssě
G, g,	hā	T, t,	tā
H, h,	ä'tshě	U, u,	ōō
I, i,	ē	V, v,	vā
J, j,	hō'tà	X, x,	ā'k'iss
L, l,	ā'lě	Y, y,	ē-gr'ā'gà
Ll, ll,	ā'lyě	Z, z,	thā'tà
M, m,	ā'mě		

## PRONUNCIATION.

The pronunciation of the Spanish language presents very few difficulties. The spelling is almost phonetic, *i. e.*, nearly every letter represents one peculiar sound or articulation, which it retains under all circumstances. The pronunciation of a few letters varies, it is true, according to their position, but in all cases we are governed by very simple rules, and we may say that if the student is able to read one page with a correct pronunciation, he can pronounce the whole language.

## VOWELS.

There are five vowels in Spanish, *a, e, i, o, and u.* *Y* sometimes represents a vowel sound and sometimes a consonant sound.

**A**, when long, has the sound of *ä* in *father*; when short, it has the same sound (as *à* in *ask*), and must not be pronounced like *ă* in *and*; *ala* (*ä'là*), wing.

**E**, when long, sounds like *ā*, without the vanish<sup>1</sup> in *ē*, as the first *a* in *Adriatic*; short *e* sounds like *ě* in *pen*; *Elena* (*ě-lā'nà*), Helen.

**I**, when long, is pronounced like *ē* in *me*; *i* short has the same sound, pronounced short, as the *e* in *English*. The English short *i* (as in *pin*) does not exactly represent this sound, the tongue being slightly relaxed from the position it has in sounding *ē*; however, the difference being very slight, we shall use the mark *ɨ* for Spanish short *i*; *Catalina* (*kà-tà-lē'nà*), Catherine; *lista* (*lɨs'tà*), list.

**O**, when long, sounds like English long *o*, without the vanish in *oo*, as the first *o* in *opinion*; when short, it usually

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1. See "Principles of Pronunciation" in Webster's Dictionary.

has the same sound; we mark it  $\bar{o}$ , when it is long, and leave it unmarked, when it is short; lobo ( $\bar{l}\bar{o}'bo$ ), wolf.

When, however, the syllables *ol*, *on*, *or*, or *os* are accented, or when these letters are at the end of a monosyllable, the sound of *o* is nearly as open as the English *o* in *not*, and we shall mark it  $\delta$ ; as, farol ( $f\bar{a}'r\delta l'$ ), lantern; talon ( $t\bar{a}'l\delta n'$ ), heel; órden ( $\delta r'd\bar{e}n$ ), order; Dios ( $d\bar{i}\delta ss'^1$ ), God; Don ( $d\delta n$ ), Mr.; also, when *o* final is accented, as in *tomó* ( $to-m\delta'$ ), (he) took; and in the words *ó* ( $\delta$ ), or; no ( $n\delta$ ), no, not; yo ( $y\delta$ ), I.

U, when long, sounds like  $\bar{oo}$  in *food*; when short, like  $\bar{oo}$  in *foot*; cuna ( $k\bar{oo}'n\bar{a}$ ), cradle; mundo ( $m\bar{oo}n'do$ ), world.

Y occurs as a vowel only in the word *y* (pron.  $\bar{y}$ ), meaning *and*, and in the diphthongs *ay*, *ey*, *uy*, which are pronounced like the Spanish *ai*, *ei*, *ui*; see "Diphthongs."

Accented vowels at the end of a word are pronounced with emphasis, but considerably shorter than the English long vowels; we shall therefore represent them by the short sound; papá ( $p\bar{a}'p\bar{a}'$ ), papa.

The student cannot be too earnestly enjoined to pronounce the unaccented vowels, especially those at the end of a word, clearly and distinctly, and not in the obscure manner in which many of the unaccented vowels are sounded in English.

When a vowel is doubled, it must be pronounced twice; lee ( $\bar{l}\bar{e}'\bar{e}$ ), (he) reads.

Any one consonant (or a mute consonant followed by the liquid *l* or *r*) between two vowels forms a syllable with the vowel following it; *Americano* ( $\bar{a}-m\bar{e}'r\bar{i}-k\bar{a}'no$ ), *American*; *Pablo* ( $p\bar{a}'blo$ ), *Paul*; *libro* ( $\bar{l}\bar{e}'bro$ ), *book*.

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1. See the letter *s* under "Consonants."

## EXERCISE IN PRONUNCIATION.

Ama,	bala,	cama,	mala,	aman,	amado,	alto,
ä'mà	bä'là	kä'mà	mä'là	ä'màn	ä-mä'do	äl'to
ante,	pena,	vela,	tapete,	tomé,	este,	le, me,
än'tě	pā'nā	vā'lā	tā-pā'tě	to-mě'	ēs'tě	lē mē
te,	Anita,	Carolina,	comí,	pinta,	instable,	si,
tě	ä-nē'tā	kā-ro-lē'nā	ko-mǐ'	pǎn'tā	ĭn-stä'blě	sĭ
bola,	cola,	lodo,	tenido,	vino,	opinion,	
bō'lā	kō'lā	lō'do	tě-nē'do	vē'no	o-pĭ-nĭ-ŏn'	
amor,	nos,	amó,	Cuba,	fuga,	busco,	punta.
ä-mōr'	nōss	ä-mō'	kōō'bā	fōō'gā	bōōs'ko	pōōn'tā

## DIPHTHONGS AND TRIPHTHONGS.

When two vowels come together, they either form a diphthong, *i. e.*, they are pronounced as one syllable, each vowel retaining its own sound, both however being pronounced in quick succession and, as it were, melting into one utterance, as in the English *i* in *ice* (which is really a diphthong composed of *ä* and *ē*); as in *traigo* (*trĭ'go*), I bring; or each vowel forms a syllable by itself, as in *traído* (*trā-ē'do*), brought.

In the same way, when three vowels come together, they either form a triphthong, pronounced as one syllable, as in *apreciais* (*ä-prĕ-thĭiss'*<sup>1</sup>), you appreciate; or they are pronounced as two syllables, as in *vendiais* (*vĕn-dē'iss*), you bought.

When the vowels form two distinct syllables, an accent (') is often placed on the one which has the stress of the voice; but since this is not always done, the correct pronunciation of these combinations of vowels requires, in some instances, a certain acquaintance with the Spanish language, and the student may sometimes have to consult a pronouncing dic-

1. For the pronunciation of the letter *c* before *e* and *i* see "Consonants."

tionary or a person conversant with the language. In this book, all words containing diphthongs or triphthongs, about the pronunciation of which there might be a doubt, will be marked with an accent, or the pronunciation will be given in parenthesis.

## EXERCISE IN PRONUNCIATION.

caigo,	comprais,	caido,	causa,	baul,	aun,
kī'go	kom-prīss'	kā-ē'do	kow'ssā <sup>1</sup>	bā-ōōl'	ā-ōōn'
vendeis,	reina,	leido,	rey,	línea,	marea,
vén-dā'iss	rrā'ī-nā <sup>2</sup>	lē-ē'do	rrā'ī	lē'něā	mā-rā'ā
deudā,	nacion,	varia ( <i>various</i> ),	varía ( <i>it varies</i> ),		
dě'ōō-dā	nā-thī-ōn'	vā'rīā	vā-rē'ā		
continua ( <i>continuous</i> ),		continúa ( <i>it continues</i> ),	nadie,		
kon-tē'nōōā		kon-tī-nōō'ā	nā'dīē		
viuda,	negociais,	acaricieis,	evacueis,	buey,	
vīōō'dā	ně-go-thī-iss'	ā-kā-rī-thīā'iss	ě-vā-kōōā'iss,	bōōā'ī	
leiais.					
lē-ē'iss					

## CONSONANTS.

The Consonants will be mentioned here only in as far as their pronunciation differs *materially* from the English.

B, between two vowels, is pronounced much softer than the English *b*, the lips being closed very gently; it may be described as a compromise between the English *b* and *w*, or as a *v* pronounced with the lips alone, without the aid of the teeth; but since there is not any English letter that exactly represents this sound, and the beginner will be perfectly understood, even if he pro-

1. Pronounce *ow* as in the English word *now*.

2. See the letter *r* under "Consonants."

nounces it as in English, we prefer to designate it by *b* ; as, beber (*bě-bār'*), to drink.

**C** before *e* and *i* sounds like *th* in *thin* ; cebada (*thě-bă'dà*), barley ; cinco (*thĭn'ko*), five.

**Ch** is pronounced like *ch* in *church* ; echo (*ā'tsho*), (I) throw.

**G** before *e* and *i* sounds like a *strongly* aspirated *h* (like *ch* in the Scotch word *loch* or the German *ch*) ; gente (*hĕn'tě*), people.

When *g* before *e* or *i* is to be pronounced with the sound of English *ġ* (as in *get*), a *u* is inserted after it, which is then silent ; sigue (*sĕ'ġĕ*), (he) follows ; seguia (*sĕ'ġĕ'ā*), (he) followed ; when the *u* is to be pronounced, a diæresis is placed over it ; agüero (*ā-gōō-ā-ro*), (I) divine.

The combination *gn* is pronounced as in the English word *signal* (not like the French *gn*) ; digno (*dĭġ'no*), worthy.

**H** is always silent ; hablo (*ă'blo*), I speak.

**J** is always pronounced like a *strongly* aspirated *h*, (like the Spanish *g* before *e* and *i*) ; jabon (*hă-bŏn'*), soap.

**Ll** sounds nearly like *ll* in the word *brilliant*, the body of the tongue, not the tip as in *l*, being placed against the roof of the mouth, while the tip rests against the inner surface of the lower teeth ; *ll* combines the sounds of *l* and *y* consonant ; caballo (*că-bă'lyo*), horse.

**Ñ** combines the sounds of *n* and *y* consonant ; niño (*nĕ'nyo*), child. As in *ll*, the body of the tongue is placed against the roof of the mouth, while the tip rests against the inner surface of the lower teeth ; but the vocalized breath, which in *ll* is emitted through the mouth, escapes through the nose in *ñ*. The *ñ* is a distinct letter and follows the *n* in the alphabet ; thus, for instance, in a

dictionary, *pantano* will come before *pañó*, etc. The sign over the *n* is called *tilde*.

**Qu** is pronounced like *k*; *que* (*kě*), *than*, *that*. The English sound of *qu* is expressed by *cu*; *cuatro* (*kwä'tro*), *four*.

**R** is strongly trilled when it is in the beginning of a word or in a compound of two words the second of which begins with an *r*, also after *l*, *n*, and *s*, and when doubled. In all other cases it is pronounced soft, almost like the English *r*.

The trill is produced by a vibrating motion of the tip of the tongue against the gums of the upper teeth. To practice it, put the throat in a position as if to gargle; then, while forcibly emitting vocalized breath through the mouth, not the nose, approach the tip of the tongue to the gums of the upper front teeth and cause it to move in rapid vibration. Another method (Talma's) is to pronounce in quick succession *d*, *t*, *d*, *t*, *dr*, *tr*, *dr*, *tr*, *r*, *r*, etc., the tongue being trained to its proper position by uttering *d* and *t*.

**EXAMPLES.**—*Rana* (*rrä'nä*), *frog*; *abrogar* (*äb-rrö-gär'*), *to abrogate*; *alrededor* (*äl-rrě-dě-dör'*), *around*; *honra* (*ön'rrä*), *honor*; *Israelita* (*ĩ-ssrrä-ě-lě'tà*), *Israelite*; *perro* (*pě'r'ro*), *dog*.

A vowel followed by *r* always retains its regular sound and must not be pronounced like *e* in *term*, *i* in *girl*, *u* in *urn*, etc.; *perla* (*pě'r'là*), *pearl*; *guirnalda* (*gĩr-näl'dà*), *garland*; *urna* (*öör'nà*), *urn*.

**S** has always the strong hissing sound of English *s* in *see*, never that of *z*; as, *rosa* (*rrö'ssà*, not *rrözà*), *rose*; *Luisa* (*löö'ě'ssà*, not *löö'ě'zà*), *Louisa*.

**Z** is always pronounced like *th* in *thin*, as the Spanish *c* before *e* and *i*; it is used before *a*, *o*, *u*, and at the end of words; before *e* and *i* the *c* is usually employed in its stead; *zapato* (*thü-pä'to*), *shoe*; *cerveza* (*thě'r-vā'thà*),



beer ; zona (*thō'nà*), zone ; zumo (*thōō'mo*), juice ; juez (*hōō-ēth'*), judge.

REMARKS.—1. No consonants are doubled, except *c* and *r*, and also *n* in compound words ; leccion (*lēk-thī-ōn'*), lesson ; carro (*kār'ro*), cart ; ennoblecer (*ēn-no-blē-thār'*), to ennoble. *Ll* is considered as one letter.

2. In Spanish America the letter *c* before *e* and *i*, and the letter *z* are usually pronounced like *s*, instead of *th* ; *cena*, *cinco*, are pronounced *sā'nà*, *sīn'ko* ; and *ll* is usually sounded like the English *y* ; *caballo* (*kā-bā'yo*). These are the only material differences between the Castilian and the Spanish-American pronunciation.

#### EXERCISE IN PRONUNCIATION.

cesto,	cinta,	necesito,	chico,	dicha,	mucho,
thēs'to	thīn'tà	nē-thē-ssē'to	tshē'ko	dē'tshà	mōō'tsho
chucho,	geología,	gesto,	gigante,	gemido,	gitano,
tshōō'tsho	hē-o-lo-hē'à	hēs'to	hī-gàn'tē	hē-mē'do	hī-tū'no
siguen,	guia,	argüir,	ignorar,	hasta,	hecho,
sē'jēn	gē'à	ār-gōō-ēr'	īg-no-rär'	às'tà	ā'tsho
hilo,	hondo,	humo,	jefe,	ejercicio,	jugo,
ē'lo	ōn'do	ōō'mo	hā'fē	ē-hēr-thē'thō	hōō'go
llamo,	lleno,	lloro,	mañana,	ñoño,	pañó,
lyä'mo	lyä'no	lyō'ro	mā-nyä'nà	nyō'nyo	pä'nyo
quedo,	quilo,	buque,	regla,	rio,	rojo,
kā'do	kē'lo	bōō'kē	rrēg'là	rrē'o	rrō'ho
Enrique,	honrado,	correr,	guerrero,	perfecto,	
ēn-rrē'kē	on-rrä'do	kor-rär'	gēr-rä'ro	pēr-fēc'to	
yergue,	dirle,	hurtado,	hermosos,	ese,	
yēr'gē	dēr'lē	ōor-tū'do	ēr-mō'ssoss	ā'ssē	
zampuzo,	zopo,	zueco,	nariz,	narices.	
thām-pōō'tho	thō'po	thōō-ā'ko	nā-rīth'	nā-rē'thēss	

## ACCENT.

The accent, *i. e.* the stress of the voice, lies in Spanish

1.—On the last syllable but one in all words ending in a vowel, in the plural of nouns, adjectives, and pronouns, and in all forms of the verbs ending in *n* or *s*; as, *hombre* (*om'brě*), man; *estos buenos hombres* (*ěs'toss bōōā'noss om'brěss*), these good men; *hablan* (*ä'blān*), they speak; *hablas* (*ä'blāss*), thou speakest.

2.—On the last syllable, in all words ending in a consonant, not mentioned under 1.; as, *hablar* (*ä-blār'*), to speak.

In the case of an exception to the above two rules an acute accent (') is placed over the vowel of the accented syllable; *gramática* (*grā-mü'tī-kā*), grammar; *estás* (*ěs-tāss'*), thou art; *tomarán* (*to-mā-rān'*), they will take.

Family names ending in *s* or *z* have the accent on the last syllable but one, as, *Cervantes* (*thěr-vān'těss*), *Martinez* (*mār-tě'něth*).

Some words have an accent to distinguish them from others spelled alike, but not accented; as, *mí*, *me*; *mí*, *my*; *él*, *he*; *el*, *the*; and the letters *á*, *é*, *ó*, and *ú*, used as separate words (meaning *to*, *and*, *or*), as well as some interrogative words, are also accented; *qué* (*kě*), what? *Cuándo* (*kwān'do*), when? This accent, however, has no influence on the pronunciation.

## EXERCISE IN PRONUNCIATION.

pañuelo,	pañuelos,	aquel,	aquellos,	bonito,
pā-nyōōā'lo	pā-nyōōā'loss	ä-kěl'	ä-kā'lyoss	bo-ně'to
bonitos,	compras,	comes,	compran,	comen,
bo-ně'toss	kom'prāss	kō'měss	kom'prān	kō'měn
comer,	partir,	capital,	dolor,	accidental,
ko-mār'	pār-tēr'	kā-pī-tāl'	do-lór'	äk-thī-děn-tāl'

cómodo,	entónces,	lástima,	pájaro,	piísimo,
kō'mo-do	ěn-tŏn'thěss	lās'tīmà	pā'hà-ro	pī-ē'ssī-mo
volúmen,	hablarás,	tomó,	Gomez,	Lopez.
vo-lōo'měn	à-blà-ràss'	to-mŏ'	gō'měth	lŏ'-pěth

## PUNCTUATION.

The Punctuation in Spanish is, in the main, the same as in English, except that in interrogative and exclamatory sentences an inverted interrogation or exclamation point is often used at the beginning of the sentence ; as, *¿ Habla usted español? Do you speak Spanish? ; Viva el rey! Long live the king!*

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In order to furnish additional practice and at the same time aid the student in acquiring a correct pronunciation of such words as he will meet with at the outset, we give here the

## PRONUNCIATION

OF ALL WORDS OCCURRING IN THE PARADIGMS AND VOCABULARIES OF THE FIRST TWO LESSONS AND IN THE PARADIGM OF *SER* IN LESSON FOURTH.

LESSON 1.—PARADIGM OF *tener* (tě-nār'): yŏ tĕn'go, tŏo tĭā'něss, ěl tĭā'ně, ā'lyà tĭā'ně, noss-ŏ'tross tĕ-nā'moss, voss-ŏ'tross tĕ-nā'iss,<sup>1</sup> ā'lyoss tĭ-ā'něn.

VOCABULARY: àm'brě, sĕd, kà-lŏr', frē'o, sŏoā'nyo, mĭ-ā'do, vĕr-gŏo-ĕn'thà, rrà-thŏn', kà-fě', tĕ, tsho-ko-lă'tě, lă'tshě, à-thŏo'kàr, pàn, kàr'ně, ā'gwà, sĕ-nyŏr', sĕ-nyŏ'rà, pā'blo, ho-ssĕ', mār-gà-rĕ'tà, kàr-lŏ'tà, ě-lā'nà, lŏoē'ssà, sĭ, nŏ, ĭ, ŏ, kĕ, pā'ro.

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1. Here the *ei* forms a diphthong, and *neis* is, therefore, one syllable ; but in order to indicate the proper pronunciation, it has been necessary to divide this and some other diphthongs, as if they formed two syllables.

LESSON 2.—PARADIGM OF *estar* (*ěs-tār'*): *ěs-toŷ', ěs-tass', ěs-tà', ěs-tä'moss, ěs-tiss', ěs-tàn'.*

VOCABULARY: *ěl tĭn-tā'ro, là tĭn'tà, plōō'mà, mā'sà, pà-pěl', lă'pĭth, tă'thà, plà-tē'lyo, pěr'ro, gă'to, mōō-nyā'kà, kwār'to, pōō-ěr'tà, vĕn-tă'nà, kă'ssà, kă'lyě, hār-dĭn', ĭ-glā'ssĭà, ěs-kōōā'là, om'brě, mōō-hār', ko-mě-dŏr', ko-thē'nà, mà-ěs'tro, thĭōō-dād', sǎ'là, kor-rā'o, à-vě-ně'dà, kār'loss, fě-dě rē'ko, sō'brě, ěn, dŏn'dě, or ěn dŏn'dě, à-kĭ', tām-bĭ-ěn', oŷ, lă'hoss, thěr'kà, mōō'ŷ, kĭ-ěn'.*

LESSON 4.—PARADIGM OF *ser* (*sěr*): *soŷ, ā'rĕss, ěss, sō'moss, so'iss, sŏn.*

## LESSON 1.

Tener, *to have*.

## PRESENT TENSE.—INDICATIVE MOOD.

Yo tengo	<i>I have</i>
Tú tienes	<i>thou hast</i>
Él tiene (ella tiene)	<i>he has (she has)</i>
Nosotros tenemos	<i>we have</i>
Vosotros tenéis	<i>you have</i>
Ellos tienen	<i>they have</i>

1.—In Spanish, it is not necessary to express the pronoun before the verb; we may say *yo tengo*, I have, *tú tienes*, thou hast, *él tiene*, he has, *ella tiene*, she has, etc., but it is equally correct to say, simply, *tengo*, I have, *tienes*, thou hast, *tiene*, he or she has, etc., because the person and number are nearly always designated by the ending of the verb or they are sufficiently pointed out by the context. If this is not the case, or if a particular emphasis rests on the pronoun, the latter should be expressed; as, *él no tiene*, *yo tengo*, *he* has not, *I* have.

2.—The word *no*, not, is *always* placed before the verb; as, *yo no tengo* (or *no tengo*), I have not; *nosotros no tenemos* (or *no tenemos*), we have not; *¿no tiene él?* has he not, etc.

3.—The second person singular, *tú*, thou, is used in speaking to a near relative, an intimate friend, or a child.

The second person plural, *vosotros*, you, is used by preachers and public speakers in addressing their audiences. The same person of the verb with the pronoun *vos*, you, is used in addressing a person of very high rank. It is also often used in dialogues carried on in works of fiction, dramas, etc.

In the usual style of conversation the word *you* is translated by *usted* (*ōos-těd'*), when speaking to one person, and by *ustedes* (*ōos-tā'děss*), when speaking to more than one person. These words are abbreviations for *vuestra merced*, your honor, your worship, and *vuestras mercedes*, your honors, your worships. With *usted* the verb must be in the third person singular, and with *ustedes* in the third person plural, because *usted tiene* means, literally, your worship has, *ustedes tienen*, your worships have, although both are translated simply by *you have*. The word *usted* is usually abbreviated to *V.*, *ustedes* to *Vds.* or *V. V.*, but these abbreviations are always read *usted* and *ustedes*.

A few examples will make this matter plainer still. If we should ask our brother or sister, or a child, the question: Have you (any) coffee? we should say, in Spanish, *¿tienes tú café?* If the same question were directed to any grown person with whom we are not on terms of intimacy, we should say *¿tiene V. café?* And if we addressed more than one person, no matter who they might be, we should say *¿tienen Vds. café?*

Students should learn the complete forms of the verbs, including the second person plural (*vosotros tenéis*), in order to be acquainted with them when they hear them or find them in books; but in the Exercises they may always translate the English *you* by *usted* or *ustedes*. Sometimes *tú* may be used, when they infer from the nature of the sentence that it is directed to a near relative, a child, etc., as in Sentence No. 1 of the English exercise to this Lesson. When the sentence is a question to which the next sentence forms the answer, they will put the question in the singular, if the answer is in the singular, (as in Nos. 4 and 5), and in the plural, if the answer is in the plural (as in Nos. 14 and 15).

4.—The English adjectives *hungry*, *thirsty*, *warm*, *cold*, *sleepy*, *afraid*, *right*, *wrong*, are translated in Spanish by the corresponding nouns *hambre*, hunger, *sed*, thirst, etc., (see Vocabulary, p. 15) and the verb *to have*; as,

I am hungry,	<i>yo tengo hambre</i>	(I have hunger)
he is thirsty,	<i>él tiene sed</i>	(he has thirst)
I am warm,	<i>yo tengo calor</i>	(I have warmth)

are you cold ?	¿ tiene V. frío ?	(have you cold ?)
I am sleepy,	yo tengo sueño	(I have sleep)
they are afraid,	ellos tienen miedo	(they have fear)
you are right,	V. tiene razón	(you have reason)
I am wrong,	yo no tengo razón	(I have not reason <sup>1</sup> )

In translating the Spanish exercises, these idioms must be rendered in good English; *e. g.*, the first sentence of the Spanish exercise to this lesson must be translated: *Are you hungry, sir ?* not, *have you hunger ?*

5.—The verb *tener* may sometimes be translated by *to be the matter with*; as ¿ qué tiene V. ? what is the matter with you ?

6.—The words *some* or *any* before a noun need not be translated in Spanish. *Not any* or *no*, is expressed by *no*, not, placed before the verb; as, *I have not any coffee*, *no tengo café*; literally, *I not have coffee*.

7.—The English *they* is translated by *ellos*, when it refers to men or men and women, and by *ellas*, when it refers to women only. In the same way *nosotros* and *vosotros* change in the feminine to *nosotras* and *vosotras*. In the Exercises the masculine forms may be used, unless it appears from the context that those pronouns refer to women.

#### DIRECTIONS AND QUESTIONS.

1.—Study thoroughly the paradigm of *tener* and Nos. 1 and 2 of the explanations; then write the conjugation of *tener* without consulting the book, and then compare it carefully with the original and see whether or not you have written it correctly in every particular. Repeat this process until you can write it readily and without the slightest mistake.

2.—Write the same interrogatively (¿ *tengo yo* ? etc.) and then negatively (*yo no tengo*, etc.) and negatively and interrogatively (¿ *no tengo yo* ? etc.)

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1. There is not any word in Spanish for *wrong*, in this sense.

3.—Study No. 3. (1) How would you ask a child the question, *have you (any) bread?* (Do not translate the word *any* in Spanish; for the word *bread* see the Vocabulary, below.) (2) How would you ask your brother the same question? (3) How would you say it if you directed the same question to a gentleman with whom you are not on intimate terms? (4) How, to two or more gentlemen (not intimate)? (5) How would you say it if you asked two or three children?

4.—Study No. 4. (1) How would you ask your sister, *are you thirsty?* (2) How would you say it, if you asked two sisters? (3) How would you ask a stranger, *are you cold?* (4) How would you say, in speaking to several children, *are you sleepy?* (5) How would you say, *you are right* and *you are wrong*, in addressing two gentlemen with whom you are not on intimate terms? (6) How would a clergyman, in addressing his audience, say, *are you afraid?*

5.—Study Nos. 5, 6, and 7. (1) How would you ask a little boy, *what is the matter with you?* (2) How would you say, *he has not any sugar?* (3) How is the English word *they* translated? (4) What is the feminine form of *nosotros* and *vosotros*?

6.—Commit the Vocabulary to memory and translate the exercises.

## VOCABULARY.

Hambre, *hunger*  
 Sed, *thirst*  
 Calor, *warmth*  
 Frio, *cold*  
 Sueño, *sleep*  
 Miedo, *fear*  
 Razon, *reason, right*  
 Café, *coffee*  
 Té, *tea*  
 Chocolate, *chocolate*  
 Leche, *milk*  
 Azúcar, *sugar*  
 Pan, *bread*  
 Carne, *meat*

Agua, *water*  
 Señor, *sir, Mr., gentleman, lord*  
 Señora, *madam, Mrs., lady*  
 Pablo, *Paul*  
 José, *Joseph*  
 Margarita, *Margaret*  
 Carlota, *Charlotte*  
 Elena, *Helen*  
 Luisa, *Louisa*  
 Sí, *yes*  
 No, *no, not*  
 Y, *and*  
 Ó, *or*  
 Qué? *what?*  
 Pero, *but*



1. ¿Tiene V. hambre, señor? 2. Sí, señor, tengo hambre y sed. 3. Pablo, ¿tienes sueño? 4. No, señora, no tengo sueño, pero tengo calor. 5. ¿Qué tiene José? 6. ¿Tengo yo razón? 7. No, señor, V. no tiene razón. 8. ¿Tiene V. café? 9. Sí, señora, tengo café y leche, pero no tengo azúcar. 10. José no tiene leche. 11. ¿Tiene él azúcar? 12. Sí, señora, tiene azúcar y pan. 13. Nosotros tenemos frío. 14. ¿Tienen Vds. (or V. V.) carne? 15. Sí, señor, tenemos carne y pan, pero no tenemos agua. 16. Margarita tiene miedo. 17. Carlota no tiene pan. 18. ¿Tiene ella café ó té? 19. Tiene chocolate. 20. Elena y Luisa tienen calor. 21. ¿Tienen ellas sueño? 22. No, señor, no tienen sueño, tienen hambre. 23. ¿Qué tienen Vds.? 24. Tenemos calor y sed.

1. Are you hungry, Paul? 2. No, sir, I am not hungry, but I am thirsty. 3. I have not (any) water, but I have some milk. 4. Have you not any coffee? 5. Yes, sir, I have coffee, but I have not any sugar. 6. What is the matter with Charlotte? 7. She is sleepy. 8. Are you sleepy, Charlotte? 9. No, madam, I am not sleepy, but I am hungry and thirsty. 10. What is the matter with Louisa? 11. Are we right? 12. Yes, sir, you are right, but they are wrong (not right). 13. Have you tea or chocolate? 14. We have coffee. 15. Margaret and Louisa have bread and meat, but they have not any water. 16. Charlotte and Helen are afraid. 17. Are you warm? 18. No, sir, but I am sleepy. 19. What is the matter with them? 20. They are hungry and cold.

## LESSON 2.

1.—All Spanish nouns are either of the masculine or feminine gender. There are not any nouns of the neuter gender.

The use of adjectives as neuter nouns, as well as the neuter gender of pronouns, will be explained in subsequent lessons.

It is of great importance to know the gender of Spanish nouns, because the articles, as well as some adjectives and pronouns, have a different form for the two genders, and must *agree* in gender and number with the nouns which they modify or represent. Thus, *e. g.*, while the definite article *the*, in English, remains unchanged, without regard to the gender of the noun which it limits, we have in Spanish the form *el*<sup>1</sup> for the masculine and *la* for the feminine.

2.—Nouns denoting males are masculine, those denoting females are feminine; as, *el hombre*, the man; *la mujer*, the woman.

Of the nouns denoting inanimate objects, those ending in *o* are masculine, those ending in *a*, *d*, or *ion* are feminine; as, *el tintero*, the inkstand; *la pluma*, the pen; *la ciudad*, the city; *la nacion*, the nation. Exceptions: *La mano*, the hand; *el dia*, the day. Other exceptions will be noticed as the words occur in the vocabularies.

For the gender of nouns having other terminations than those just mentioned, no rules of any practical value can be given. The student should accustom himself never to name a Spanish noun without accompanying it by the article; say, *e. g.*, *paper*, in Spanish, is *el papel*, *street* is *la calle*, etc., and in this manner the ear will become trained to the

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1. Observe that *el* with an accent means *he*, *el* without an accent *the*.

use of the proper article with each word. In the vocabularies to these Lessons, the article is always prefixed to every noun, and in dictionaries an *m.* is placed after masculine nouns, and an *f.* after feminine nouns.

3.—The indefinite article is *un* for the masculine, *una* for the feminine; as, *un tintero*, an inkstand; *una pluma*, a pen.

4.—The English phrases *at school*, *at church*, *in town*, etc., are translated by *en la escuela*<sup>1</sup>, *en la iglesia*, *en la ciudad*, the definite article being prefixed to the noun.

5.—We here repeat the nouns occurring in the vocabulary to Lesson 1., prefixing the proper article to each; as, *la sed*, *el calor*, *el frío*, *el sueño*, *el miedo*, *la vergüenza*, *la razón*, *el café*, *el té*, *el chocolate*, *la leche*, *el azúcar*, *el pan*, *la carne*, *el señor*, *la señora*.

*Hambre* and *agua* are feminine; however, when a noun begins with *a* or *ha*, and has the accent on the first syllable, the masculine article is used, in order to avoid the coming together of two *a* sounds; we therefore say *el hambre*, *el agua*.

6.—The English *it* must be translated by *él*, he, when it refers to a noun that, in Spanish, is masculine, and by *ella*, she, when it refers to one that is feminine. The difference between *ellos* and *ellas* has been stated in Lesson 1. These pronouns, however, are often omitted, especially when they refer to inanimate objects.

7.—There are, in Spanish, two words for the verb *to be*, namely *estar* and *ser*. We translate *to be* by *estar*, when we speak of the place in which a person or thing is, *i. e.*, whenever we ask the question *where?* or answer that question (be it expressed or understood), and we also use *estar* in

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1. Any word used in the examples, which has not occurred in a preceding lesson, will always be found in the vocabulary to the current lesson, or else its meaning is apparent from the translation given in the examples.

speaking of a person's health. In the exercises to Lessons 2 and 3, *to be* is always to be translated by *estar*; further explanations will be given in Lesson 4.

*Estar, to be.*

PRESENT TENSE.—INDICATIVE MOOD.

estoy	<i>I am</i>
estás	<i>thou art</i>
está	<i>he is</i>
estamos	<i>we are</i>
estais	<i>you are</i>
están	<i>they are</i>

As the student is now acquainted with the pronouns, they are omitted in the conjugation of the verbs.

In conjugating a verb, only the Spanish forms should be recited; as, *estoy, estás, está* etc.; not *estoy, I am; estás, thou art*, etc. Of course, the meaning of the Spanish forms must first be studied and understood.

DIRECTIONS AND QUESTIONS.

1.—Study Nos. 1, 2, and 3. What is the definite article in the two genders? What the indefinite? What rules can you give by which the gender of nouns may be determined?

2.—Study No. 4. Give some phrases in which the article is expressed in Spanish, while it is omitted in English.

3.—Study the gender of the nouns given in No. 5, write them without article and then prefix the definite article to each without consulting the book. In what cases is the masculine article used before feminine words?

4.—Study No. 6. How do you translate the English word *it*?

5.—Study No. 7. When is *to be* translated by *estar*? Write the conjugation of the present tense of *estar* in the same way as you were directed to write the present tense of *tener* in Lesson 1. In writing it interrogatively (and negatively and interrogatively), supply the pronouns; as, *¿estoy yo? ¿estás tú?* etc. *¿No estoy yo? no estás tú?* etc.

6.—Study the vocabulary to this lesson and, while doing so, write the English words in a column; then, after closing the book, write, in pencil, the Spanish words by the side of the corresponding English ones, taking especial care to prefix the correct definite article to each noun. Revise your work by the printed vocabulary, and rub out all *Spanish* words that you may have written incorrectly. Write these again without consulting the book, and continue in this manner until your work is free from mistakes. Students who find great difficulty in memorizing the words, should first translate the Spanish exercise with the aid of the vocabulary; this will render them more familiar with the new forms and will make the subsequent memorizing a less arduous task.

### VOCABULARY.

el tintero, <i>the inkstand</i>	el comedor, <i>the dining-room</i>
la tinta, <i>the ink</i>	la cocina, <i>the kitchen</i>
la pluma, <i>the pen</i>	el maestro, <i>the teacher</i>
la mesa, <i>the table</i>	la ciudad, <i>the city, town</i>
el papel, <i>the paper</i>	la sala, <i>the parlor</i>
el lápiz, <i>the pencil</i>	el correo, <i>the post-office</i>
la taza, <i>the cup</i>	la avenida, <i>the avenue</i>
el platillo, <i>the saucer</i>	Cárlos, <i>Charles</i>
el perro, <i>the dog</i>	Federico, <i>Frederic</i>
el gato, <i>the cat</i>	sobre, <i>on, upon</i>
la muñeca, <i>the doll</i>	en, <i>in, on</i>
el cuarto, <i>the room</i>	dónde or en dónde, <i>where</i>
la puerta, <i>the door</i>	aquí, <i>here</i>
la ventana, <i>the window</i>	tambien, <i>also</i>
la casa, <i>the house</i>	hoy, <i>to-day</i>
la calle, <i>the street</i>	léjos, <i>far</i>
el jardín, <i>the garden</i>	cerca, <i>near</i>
la iglesia, <i>the church</i>	muy, <i>very</i>
la escuela, <i>the school</i>	quién, <i>who</i>
el hombre, <i>the man</i>	
la mujer, <i>the woman</i>	

1. Carlota, ¿tienes el tintero y la pluma? 2. Sí, señora, están aquí, sobre la mesa. 3. ¿Dónde (*or* en dónde) está el papel? 4. Yo tengo el papel y el lápiz, aquí están. 5. ¿Tiene V. una taza? 6. Sí, señora, tengo una taza, pero no tengo platillo. 7. Carlos tiene un perro. 8. Luisa tiene un gato, y Margarita tiene una muñeca. 9. El cuarto tiene una puerta y una ventana. 10. ¿Tiene V. papel? 11. Sí, señor, tengo papel, pero no tengo tinta. 12. Nosotros tenemos una casa en la calle Franklin. 13. ¿Tienen Vds. también una casa? 14. Sí, señor, tenemos una casa y un jardín. 15. ¿Dónde está Elena hoy? 16. No está aquí. 17. Está en la iglesia. 18. ¿Está Federico en la escuela? 19. No, señora, está en el jardín. 20. Un hombre y una mujer están en la casa. 21. ¿En dónde está el café? 22. Está en el comedor. 23. El pan y el azúcar están en la cocina. 24. El maestro no está en la escuela. 25. ¿Dónde está? 26. No está en la ciudad hoy. 27. ¿Quién está en la sala? 28. ¿Dónde está el correo? 29. En la avenida Fulton. 30. ¿Está lejos? 31. No, señor, está muy cerca.

1. Where is the inkstand? 2. The inkstand and (the) pen are on the table in the room. 3. Have you paper and ink? 4. I have paper, but I have not any ink. 5. Where is the pencil? 6. Here is the pencil. 7. Have you the cup and (the) saucer? 8. No, madam, they are in the dining-room. 9. Where is the tea? 10. The tea and (the) coffee are in the kitchen. 11. Have you the sugar, Margaret? 12. Yes, madam, here it is. 13. We have a dog and a cat.

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1. When the nouns differ in gender, the article *must* be expressed before each; but even when they are of like gender, it is customary to repeat the article; see Sentence 4 of the Spanish exercise.

14. Louisa, have you a doll? 15. Yes, sir, I have a doll, it is in the room. 16. The teacher is in the parlor. 17. Have you a garden? 18. We have a house, but we have not any garden. 19. Where is the house? 20. It is in Webster street (in the street Webster). 21. The post-office is also in Webster street. 22. It is not very far. 23. Is Frederic at church? 24. No, madam, he is at school. 25. Is Helen in town to-day? 26. She is not in town. 27. Who is in the house, a man or a woman? 28. A man is in the house, and a woman is in the garden.

### LESSON 3.

1.—In the vocabulary to this lesson the student will find the possessive adjectives *mi*, my, *tu*, thy, etc., in regard to which we have to make the following remarks:

As the English *you* may be translated in Spanish by *tú*, *vosotros (vos)*, *V.*, or *Vds.*, so we have also four corresponding ways to express the word *your*; namely, *tu*, *vuestro*, *su—de V.*, and *su—de Vds.*

*Tu* is used when the English *your* refers to a child or a person with whom we are on very familiar terms; *vuestro* is used by preachers and other public speakers in addressing their audiences; it is also used in addressing persons of very high rank, and, frequently, in dialogues carried on in dramas, works of fiction, etc.; while in the ordinary style of conversation we translate *your* by *su—de V.*, in speaking to one person, and by *su—de Vds.*, in speaking to more than one person, the noun being placed between *su* and *de V.* (or *de Vds.*)

EXAMPLES.—If we should ask a child the question *where is your room?* we should say *¿dónde está tu cuarto?* If a clergyman in the course of his sermon should use the words *your duty*, he would say *nuestro deber*. In addressing a king, we should say *Vuestra Majestad*, Your Majesty. But in addressing any person in the ordinary style, *where is your room?* would be *¿dónde está su cuarto de V?* when speaking to one person, and, *dónde está su cuarto de Vds.?* when speaking to more than one person.

Instead of *su* we may also use the definite article; as, *el cuarto de V.*, your room, *la taza de V.*, your cup, etc.

When the word *usted* (*V.*) or *ustedes* (*Vds.*) is the subject and precedes the *su—de V.* (or *de Vds.*) in the same sentence, *de V.* or *de Vds.* is usually omitted, provided that it is made sufficiently plain by the context that *su* means *your*, and not *his*, *her*, or *their* (see the Vocabulary). For instance, we say *yo tengo su libro de V.*, I have your book; but for *have you your book?* it is usually sufficient to say *¿tiene V. su libro?* (without *de V.*). In this case, however, we must not substitute the article for the word *su*, because *¿tiene V. el libro?* would be, have you the book?

NOTE.—Students may always translate the English *your* by *su* (*—de V.* or *de Vds.*, as the case may be) unless they use the familiar address with *tú* as the subject. In that case *your* must be translated by *tu*. *Tú*, you, and *tu*, your, are distinguished in writing by the former's having an accent; there is no difference in their pronunciation.

2.—The English *sir* or *gentleman* may be translated by *caballero*, as well as by *señor*. Sometimes *caballero* is also used like the English *Mr.* before family names.

3.—In speaking of a lady or gentleman by the family name, the definite article must be used; as, *¿Como está el señor Sanchez?* *How is Mr. Sanchez?* *La señora* (señorita) *Martinez está en la sala*, *Mrs. (Miss) Martinez is in the parlor.*

The words *señor*, *señora*, *señorita* are often abbreviated to *Sr.*, *Sra.*, *Srita.*, or in a similar manner.



4.—In addressing, or speaking of, ladies or gentlemen by their Christian names, a custom that prevails to a great extent among Spanish-speaking people, the words *Don*, fem. *Doña* (abbreviated *D.* or *Dn.*, *Da.*) are prefixed to the name; as, *Don Antonio*, Mr. Anthony; *Doña Carlota*, Mrs. Charlotte. In addressing a young lady we always use *señorita*; as *Señorita Elena*, Miss Helen; or *la señorita Elena*, in speaking of her. But the article is never used before *Don* or *Doña*; we say *Don Antonio*, *Doña Carlota*, in speaking to them and in speaking of them.

Sometimes both *señor* and *Don* are used. This *must* be done, when both the Christian and the family names are expressed, as, for instance, on the address of a letter; as, *al* (for *á el*, to the) *Señor Don Antonio García*, to Mr. Anthony García.

*Señor* (*señora*) is often prefixed to titles or words denoting professions or occupations; as, *señor general*, (Mr.) general.

5.—The Spanish language has no possessive case (in the usual acceptation of this term); the relation denoted by the English possessive must always be expressed by *de*, of; as, my teacher's pencil, *el lápiz de mi maestro* (the pencil of my teacher); (Mr.) Frederic's neighbor, *el vecino de Don Federico* (the neighbor of Mr. Frederic.)

REMARKS.—Of the two words for *there* (see Vocabulary), *ahí* is used for persons or objects near by; as, *quién está ahí?* who is there? while *allí* is more adapted to places or objects at some distance; as, is that place far from Boston? It is not far from *there*, no *está lejos de allí*.

#### DIRECTIONS AND QUESTIONS.

1.—Study No. 1. (1) In addressing your brother, how would you say, in Spanish, *where is your pen?* (2) How would you ask the same question of a gentleman with whom you are not on familiar terms? (3) How would you say *a man is in your garden*, in addressing two or more persons? (4) How would you ask your teacher, *have you your pen, teacher?*

2.—Study Nos. 2, 3, and 4. Translate the following: (1) Sir, where is Mr. García? (2) (Mr.) Frederic (Christian name) is not in town. (3) (Mr.) Charles, how are you? (4) (Mrs.) Charlotte, how is your mother? (5) Miss Louisa, where is your brother? (6) Mr. Joseph García is in the garden.

3.—Study No. 5. How would you say, in Spanish, *where is (Mr.) Joseph's room?*

4.—Study and write the Vocabulary as directed in Lesson 2. Remember that this should be done henceforth with every Vocabulary.

## VOCABULARY.

mi, <i>my</i>	Don, <i>Mr.</i>
tu, <i>thy (your)</i>	Doña, <i>Mrs.</i>
su, <i>his, her, its, their</i>	la señorita, <i>the young lady, Miss</i>
nuestro, <i>our</i>	Antonio, <i>Anthony.</i>
vuestro	Francisco, <i>Francis</i>
su—de V.        }	Juan, <i>John</i>
su—de Vds.     } <i>your</i>	España, <i>Spain</i>
el caballero, <i>the gentleman, sir</i>	Francia, <i>France</i>
el padre, <i>the father</i>	Inglaterra, <i>England</i>
la madre, <i>the mother</i>	Italia, <i>Italy</i>
el papá, <i>the papa</i>	Alemania, <i>Germany</i>
la mamá, <i>the mamma</i>	gracias, <i>thanks (thank you)</i>
el hermano, <i>the brother</i>	en casa, <i>at home</i>
el hijo, <i>the son</i>	cómo, <i>how</i>
el vecino, <i>the neighbor</i>	bien, <i>well</i>
la llave, <i>the key</i>	ahí or allí, <i>there</i>
el libro, <i>the book</i>	ahora, <i>now</i>
el cajon, <i>the drawer</i>	de, <i>of, from</i>
la esquina, <i>the corner</i>	

1. ¿Cómo está V., Don Antonio? 2. Estoy muy bien, gracias ¿y V.? 3. Muy bien, gracias 4. ¿Cómo está su padre de V.? 5. Mi padre está muy bien, gracias. 6. ¿Quién tiene mi lápiz? 7. Yo tengo su lápiz de V. 8. ¿Tiene V. su pluma? 9. Sí, señor, tengo mi pluma y mi tintero. 10. José, ¿qué tienes ahí? 11. Tengo la llave de su cuarto de V. 12. Tu libro está aquí, Juan. 13. ¿Dónde está el libro de V., señor maestro? 14. Está en el cajon de mi mesa. 15. Un caballero está en la sala. 16. ¿Dónde está ahora el hermano de Don Federico? 17. Está en Francia. 18. Y su hermano de V., señorita Carlota, ¿dónde está? 19. Está en Inglaterra. 20. La señorita Hernandez y su hermano Antonio están en Alemania. 21. El señor Don Francisco Pérez está en Italia. 22. El hijo de nuestro vecino está en España. 23. ¿Dónde está su casa de Vds.? 24. Nuestra casa está en la calle Fulton, esquina de la avenida Webster; está muy lejos de aquí. 25. Margarita y Elena están en su cuarto. 26. ¿Está en casa su papá de V.?<sup>1</sup> 27. No, señor; pero mi mamá está en casa.

1. How are you, Miss Helen? 2. I am very well, thank you, and how are you (translate *and you*)? 3. I am very well, thank you. 4. How is your mother? 5. She is very well, thank you. 6. Where is your brother now? 7. He is in Spain. 8. Is your father also there? 9. No, sir, he is in France now. 10. My father and my brother are in England. 11. Charles, have you my pen? 12. No,

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1. In an interrogative sentence whose predicate consists of but few words, the subject is often placed at the end. See also Sentence 16.

sir, I have not your pen, it is in the drawer of the table. 13. Have you your inkstand, (Mr.) teacher? 14. Yes, I have my inkstand and my paper. 15. Who has the key of our room? 16. John has the key of your room. 17. Where is your neighbor's brother? 18. His brother is in England, and his father is in France. 19. Helen and her brother Joseph are not at school. 20. Mr. John Melendez, their teacher, is not in town to-day. 21. Margaret, is your father at home? 22. Yes, sir, he is at home, but my mother is not at home. 23. She is at church. 24. Where is your garden? 25. Our garden is in Franklin avenue; it is not very far from here. 26. Where is Miss García now? 27. She is in her room.

## LESSON 4.

*Ser, to be.*

## PRESENT TENSE.—INDICATIVE MOOD.

soy	<i>I am</i>
eres	<i>thou art</i>
es	<i>he is</i>
somos	<i>we are</i>
sois	<i>you are</i>
son	<i>they are</i>

1.—As we have remarked in Lesson 2, the Spanish language has two words that mean *to be*, namely, *ser* and *estar*. We have also seen that *estar* is always used in speaking of locality and of a person's health. It is further used in

speaking of any temporary, accidental condition, not affecting the character or quality of a person or thing; as, *él está cansado*, he is tired. In other cases the English *to be* is translated by *ser*.

Thus *cansado* means *tiresome* as well as *tired*, and if we wished to say *he is tiresome*, we should have to say, in Spanish, *él es cansado*, because *to be tiresome* is not an accidental or temporary quality. Compare also, *estar bueno*, to be well (in good health); *ser bueno*, to be good; *estar malo* or *enfermo*, to be ill; *ser malo*, to be bad.

We must say, *él es joven*, he is young, because, although youth is not permanent, it must be considered, while it lasts, as a quality inherent in the individual, not merely an outward circumstance. Thus we also use *ser* in speaking of a person's profession or occupation; as, *es médico*, he is a physician; *es sastre*, he is a tailor (see No. 4, next page), for, although a person may change his occupation, it is, for the time being, a characteristic of the individual.

2.—Adjectives ending in *o* change the *o* to *a* in the feminine, and must take the latter termination when they modify, or refer to, a feminine noun; as, *el papel es bueno*, the paper is good; *la pluma es buena*, the pen is good.

Nearly all the adjectives ending in any other letter have the same form for both genders; as, *un hombre cortés*, a polite man; *una mujer cortés*, a polite woman. (As regards the placing of the adjective after the noun see No. 5, next page.)

Adjectives denoting nationality always take an *a* in the feminine; as, *el libro inglés*, the English book; *la gramática inglesa*, the English grammar.

3.—Words denoting nationality may be used in Spanish as nouns or as adjectives; as, *el Frances*, the Frenchman; *la Francesa*, the Frenchwoman; *frances* (fem. *francesa*), French. Even when used as nouns, they are often written with a small initial. It is not necessary to translate the

word *woman*, this being implied, in Spanish, by the feminine gender of the word.

4.—After the verb *to be*, the indefinite article is omitted before words denoting nationality or occupation; as, my father is an Englishman, *mi padre es Ingles* (not *un Ingles*); my brother is a teacher, *mi hermano es maestro*.

5.—Adjectives denoting nationality, and those denoting qualities perceived by the senses, such as shape, size, or color, are placed after the nouns they modify; as, *la iglesia española*, the Spanish church; *la mesa redonda*, the round table; *una casa grande*, a large house; *papel blanco*, white paper.

In regard to the place of other adjectives it is impossible to give a short practical rule, and the student must learn by practice whether it is better to place them before or after the noun in any given instance. Frequently their position is a matter of taste.

6.—*Bueno*, good, and *malo*, bad, are abbreviated to *buen* and *mal* before a masculine noun in the singular; as, *un buen hombre*, a good man; *un mal hombre*, a bad man.

*Grande*, great, is abbreviated to *gran* before nouns (usually only before those beginning with a consonant); as, *un gran general*.

This adjective means *great* before, and *large, tall*, after the noun; thus, *un general grande* means *a tall general* (see also above, *una casa grande*, a large house). Other adjectives, also, precede the noun when used in a figurative sense.

*Santo*, saint, holy, is abbreviated to *San*, when standing before a noun; as, *San Carlos*, Saint Charles.

7.—Many nouns ending in *o* change it to *a*, like adjectives, to denote the feminine; as, *el muchacho*, the boy, *la muchacha*, the girl; *el hijo*, the son, *la hija*, the daughter; *el hermano*, the brother, *la hermana*, the sister; *el maestro*,

the teacher (masc.), *la maestra*, the teacher (fem.) *el vecino*, the neighbor (masc.), *la vecina*, the neighbor (fem.).

### DIRECTIONS AND QUESTIONS.

1.—Study the paradigm of *ser*, write it without consulting the book, and then compare it with the original. Recite it interrogatively and negatively.

2.—Study No. 1. Translate the following: (1) Are you tired? (2) My brother is ill. (3) I am a teacher. (4) Our teacher is good. (5) The boy is bad. (6) Our neighbor is very tiresome.

3.—Study No. 2. What is the feminine form of adjectives ending in *o*? Of other adjectives?

4.—Study Nos. 3 and 4, Translate (with the aid of the Vocabulary to this lesson): (1) A Spanish woman. (2) An American woman. (3) An Englishwoman.

5.—Study No. 5. What adjectives are always placed after the nouns they modify?

6.—Study No. 6. When and how are *bueno*, *malo*, *grande*, and *santo* abbreviated?

7.—Study No. 7. Write the Spanish translation of *the cook*, *the servant*, *the cousin*, *the friend*, supposing these words to designate women (for the masculine words see the Vocabulary to this lesson).

### VOCABULARY.

el árbol, <i>the tree</i>	el criado, <i>the servant</i>
la pelota, <i>the ball</i> (plaything)	el primo, <i>the cousin</i>
el resfriado, <i>the cold</i> (illness)	el amigo, <i>the friend</i>
el médico, <i>the physician</i>	blanco, <i>white</i>
la gramática, <i>the grammar</i>	negro, <i>black</i>
el vestido, <i>the dress</i>	grande, <i>large, tall, great</i>
el muchacho, <i>the boy</i>	redondo, <i>round</i>
el cocinero, <i>the cook</i>	bueno, <i>good</i>

malo, <i>bad, ill, sick</i>	frances, <i>French</i>
enfermo, <i>ill, sick</i>	americano, <i>American</i>
cansado, <i>tired, tiresome</i>	ingles, <i>English</i>
hábil, <i>clever, skilful</i>	irlandes, <i>Irish</i>
cortés, <i>polite</i>	aleman, <i>German</i>
fácil, <i>easy</i>	italiano, <i>Italian</i>
difícil, <i>difficult</i>	con, <i>with</i>
hermoso, <i>handsome, beautiful</i>	bastante, <i>enough; adv., rather</i>
español, <i>Spanish</i>	

1. El papel es blanco. 2. La tinta es negra. 3. El árbol es grande. 4. La pelota es redonda. 5. Mi papel es bueno, pero mi pluma es muy mala. 6. ¿ Está enferma su hermana de V. ? 7. No, señora, está muy buena<sup>1</sup>, pero mi prima no está buena hoy. 8. ¿ Qué tiene ? 9. Tiene un resfriado. 10. ¿ Qué tienes, Margarita ? 11. Estoy cansada. 12. Nuestro médico es muy hábil y muy cortés. 13. Mi maestra es tambien muy hábil. 14. La gramática española es bastante fácil, pero la gramática francesa es muy difícil. 15. Tu vestido negro es muy hermoso. 16. La mesa redonda es grande. 17. José es muy buen muchacho, pero su hermana Carlota es muy mala muchacha<sup>2</sup>. 18. ¿ Es Americano su padre de V ? 19. Mi padre es Americano, y mi madre es Inglesa. 20. ¿ Es Frances su maestro de V ? 21. No, señor, es Aleman. 22. Tenemos una cocinera muy buena (*or also, una muy buena cocinera*). 23. Nuestro criado Juan es muy bueno tambien. 24. ¿ Dónde está ahora su

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1 In referring to a person's *health*, we may use the adjective *bueno* or the adverb *bien*, but in referring to his circumstances, etc., we must use *bien*.

2. In this instance the words *muchacho* and *muchacha* are used as adjectives, and the indefinite article (*a very good boy*) is, therefore, not expressed in Spanish.



primo de V., el señor Perez ? 25. Está en Alemania con su amigo, el Sr. Dn. Cárlos Petersen.

1. The sugar is white. 2. My dress is black. 3. The window is large. 4. My pen is good, but my paper is very bad. 5. Your daughter is very clever and very polite. 6. Frederic is ill to-day ; he has a cold. 7. Is your physician skilful ? (See the foot-note, p. 26.) 8. He is very skilful. 9. Are you tired, Helen ? 10. No, madam, I am not tired. 11. (The<sup>1</sup>) German grammar is difficult, but (the) English grammar is very easy. 12. The large table is round. 13. My sister has a black dress. 14. Charles is (a<sup>2</sup>) very bad boy, but his sister Margaret is (a) very good girl. 15. Helen is an American, but her father is English, and her mother is Irish. 16. Is Miss Charlotte a Spanish lady (translate, *is Spanish Miss Charlotte*) ? 17. No, madam, she is Italian, but her father is a Spaniard. 18. We have a very good (maid-) servant. 19. Where is our cook (fem.) ? 20. Where is your cousin now ? 21. She is in Spain with her friend, Miss Louisa Wilson.

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1. Translate the article in Spanish.

2. See Foot-note 2, preceding page.

## LESSON 5.

## FORMATION OF THE PLURAL.

1.—In the plural, the definite article is *los* for the masculine, *las* for the feminine.

2.—Nouns ending in a vowel (except *y*) form their plural by adding *s* to the singular ; as, *el libro*, the book, *los libros*, the books.

Nouns ending in a consonant or *y* form their plural by adding *es* to the singular , as, *la ciudad*, the city, *las ciudades*, the cities ; *el rey*, the king, *los reyes*, the kings.

3.—Adjectives form their plural in the same way as nouns ; as, *bueno*, *buenos* ; *buena*, *buenas* ; *hábil*, *hábiles*.—Adjectives must agree in number with the nouns they modify ; as, *una mesa redonda*, a round table ; *mesas redondas*, round tables ; *el libro es bueno*, the book is good ; *los libros son buenos*, the books are good.

4.—The cardinal numbers are :

- |                         |                   |
|-------------------------|-------------------|
| 1. Uno, <i>fem.</i> una | 14. catorce       |
| 2. dos                  | 15. quince        |
| 3. tres                 | 16. diez y seis   |
| 4. cuatro               | 17. diez y siete  |
| 5. cinco                | 18. diez y ocho   |
| 6. seis                 | 19. diez y nueve  |
| 7. siete                | 20. veinte        |
| 8. ocho                 | 21. veinte y uno  |
| 9. nueve                | 22. veinte y dos  |
| 10. diez                | 30. treinta       |
| 11. once                | 31. treinta y uno |
| 12. doce                | 40. cuarenta      |
| 13. trece               | 50. cincuenta     |

60. sesenta	700. setecientos
70. setenta	800. ochocientos
80. ochenta	900. novecientos
90. noventa	1000. mil
100. ciento	1001. mil y uno
101. ciento y uno	1100. mil y ciento ( <i>not once</i>
200. doscientos ( <i>fem. -as</i> )	cientos)
300. trescientos	2000. dos mil
400. cuatrocientos	100,000. cien mil
500. quinientos	1,000,000. un millon
600. seiscientos	

REMARKS. 1.—*Uno*, one, loses the final *o* before a noun; as, *un hombre*, one man (or a man).

2.—*Ciento*, a hundred, loses the last syllable when followed *immediately* by a noun or an adjective; as  *cien hombres*, a hundred men;  *cien buenos libros*, a hundred good books; but  *ciento y tres hombres*, a hundred and three men, because here *ciento* is not *immediately* followed by the noun *hombres*. The English *a* or *one*, before *hundred*, is not translated in Spanish.

3.—*Doscientos*, *trescientos*, etc., change the final *os* to *as* before feminine nouns; as,  *doscientas casas*, two hundred houses.

5.—In stating the time of day, the feminine article *la* or *las* is prefixed to the numeral, the word *hora*, hour, or *horas*, hours, being understood; as,  *es la una*, it is one o'clock (literally,  *it is the one*);  *son las dos*, it is two o'clock (literally,  *they are the two*). Of *medio*, half, we likewise use the feminine form, *media*, but not of *cuarto*, quarter, which is a noun; as,  *es la una y media*, it is half-past one;  *son las dos y cuarto*, it is a quarter past two;  *son las tres ménos cuarto*, it is a quarter to three (literally,  *the three less quarter*).

6.—In the expressions *good morning*, *good evening*, etc., the plural is used in Spanish; as,  *buenos días*, good day or good morning;  *buenas tardes*, good afternoon or good evening (before sunset);  *buenas noches*, good evening (after sunset), or good night.

7.—*How old are you?* is translated by *¿cuántos años (or qué edad) tiene V.?* How many years (or what age) have you? *Tengo veinte años*, I am twenty years old (lit., *I have twenty years*).

### DIRECTIONS AND QUESTIONS.

1.—Study Nos. 1, 2, and 3. What forms has the definite article in the plural in both genders? How do nouns form their plural? How do adjectives form their plural?

2.—Study the Cardinal Numbers, write them without consulting the book, and then compare them with the list. Practice counting, also by 2's and 3's, etc., as, 1, 3, 5, 7, etc., 1, 4, 7, 10, etc. Study the Remarks. When is *ciento* abbreviated to *cien*?

3.—Study No. 5. Translate the following: (1) It is twelve o'clock. (2) It is a quarter past twelve. (3) It is half-past twelve. (4) It is a quarter to one.

4.—Study Nos. 6 and 7. How do you translate *good evening* in Spanish? How do you ask a person's age?

### VOCABULARY.

la mano, <i>the hand</i>	el tío, <i>the uncle</i>
el brazo, <i>the arm</i>	la tía, <i>the aunt</i>
el pié, <i>the foot</i>	el cuchillo, <i>the knife</i>
el dedo, <i>the finger</i>	el tenedor, <i>the fork</i>
la cabeza, <i>the head</i>	la cuchara, <i>the spoon</i>
la boca, <i>the mouth</i>	el plato, <i>the plate</i>
la nariz, <i>the nose</i>	el fósforo, <i>the match</i>
el ojo, <i>the eye</i>	la pared, <i>the wall</i>
el oído, <i>the ear</i> (organ of hearing)	la silla, <i>the chair</i>
la oreja, <i>the outer ear</i>	el año, <i>the year</i>
el niño, <i>the child, little boy</i>	la semana, <i>the week</i>
la niña, <i>the child, little girl</i>	el día, <i>the day</i>
	la edad, <i>the age</i>

la tarde, <i>the afternoon, evening</i>	cada (m. and f.), <i>each, every</i>
la noche, <i>the evening, night</i>	mucho, <i>much, a great deal of</i>
la estacion, <i>the season</i>	muchos, <i>many</i>
la primavera, <i>the spring</i>	cuánto, <i>how much</i> ; cuántos,
el verano, <i>the summer</i>	<i>how many</i>
el otoño, <i>the fall, autumn</i>	medio, <i>half</i>
el invierno, <i>the winter</i>	hay, <i>there is, there are</i> (in a
el dinero, <i>the money</i>	question, <i>is there? are there?</i> );
el peso, <i>the dollar</i>	the French <i>il y a (y a-t-il?)</i>
el centavo, <i>the cent</i>	más, <i>more</i>
el real, <i>the shilling</i> (12½c.)	ménos, <i>less</i>
la bolsa, <i>the purse</i>	que, <i>than</i>
la hora, <i>the hour</i> ; ¿qué hora	no más que, <i>not more than, only</i>
es? <i>what time is it?</i>	; á Dios! <i>good-bye</i>

1. Yo tengo dos manos, dos brazos y dos piés. 2. Cada mano tiene cinco dedos. 3. Tenemos una cabeza, una boca, una nariz, dos ojos y dos orejas. 4. ¿Cuántos hermanos<sup>1</sup> tiene V.? 5. Tengo tres hermanos y una hermana. 6. ¿Cuántos hijos tiene su tío de Vds.? 7. Nuestro tío tiene siete hijos y una hija. 8. En la escuela hay muchos niños. 9. Sobre la mesa hay cuchillos, tenedores, cucharas y platos. 10. Los fósforos están en la cocina. 11. ¿Cuántas paredes tiene tu cuarto? ¿Cuántas puertas? ¿Cuántas ventanas? 12. ¿Hay bastantes sillas en la sala? 13. No hay más que seis. 14. ¿Cuántos años (*or* qué edad) tienes, Carlota? 15. Tengo nueve años y medio. 16. Una semana tiene siete días: Lunes, martes, miércoles, jueves, viernes, sábado, domingo (Monday, Tuesday, etc.). 17. ¿Qué día de la semana

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1. The masculine plural *hermanos* is often understood for both sexes, *brothers and sisters*; thus also *padres*, parents, *hijos*, children (boy- and girls). *Hijos* are children as spoken of in relation to their parents, without regard to age, while *niños* are any little children.

es hoy ? 18. Hoy es *mártes*. 19. ¿ Cuántas estaciones tiene un año ? 20. ¿ Cuánto dinero tienes, José ? 21. Tengo un peso y setenta y cinco centavos. 22. Margarita, ¿ tienes seis reales ? 23. No, señora, no tengo más que cuatro. 24. ¿ Cuánto dinero hay en la bolsa ? 25. Hay ciento cuarenta y cinco pesos y sesenta y ocho centavos. 26. ¿ Qué hora es ? 27. Son las siete y media. 28. Buenas noches, caballeros, ¿ cómo están Vds. ?

1. Charles, how many hands and how many arms have you ? 2. How many feet ? 3. How many fingers has each hand ? 4. How many eyes and how many ears have you, Joseph ? 5. How many children has your aunt ? 6. She has four sons and two daughters. 7. How many brothers has your cousin Helen ? 8. She has not any brothers, but she has one sister. 9. How many children are (*hay*) in the dining-room ? 10. There are nine in the dining-room and six in the parlor. 11. The plates and the spoons are in the kitchen on the table. 12. Where are the knives and the forks ? 13. Where are the matches ? 14. Our room has four walls, three windows, and two doors. 15. We have not enough chairs. 16. How old is your sister ? 17. She is eight years and (*a*<sup>1</sup>) half old. 18. To-day is Wednesday. 19. How many days has a week ? 20. A year has four seasons: (*The*<sup>2</sup>) spring, summer, autumn, and winter. 21. A dollar has eight shillings. 22. How much money have you in your purse, Paul ? 23. I have only (I not have more than) thirteen dollars and thirty-five cents. 24. Have you

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1. Do not translate the article in Spanish.

2. Prefix the definite article to each of the names of the seasons.

a hundred dollars, sir? 25. I have more than a hundred, I have a hundred and twenty-five dollars. 26. Good day, sir. 27. What time is it? 28. It is a quarter to four. 29. Good evening, gentlemen. 30. Good-bye.

Study the names of the days of the week in the Spanish exercise, then write them without consulting the book. Observe that, in Spanish, they begin with small letters.

## LESSON 6.

1.—The Ordinal Numbers, from *first* to *tenth* are:

Primero, <i>first</i>	sexto or sexto, <i>sixth</i>
segundo, <i>second</i>	sétimo or séptimo, <i>seventh</i>
tercero, <i>third</i>	octavo, <i>eighth</i>
cuarto, <i>fourth</i>	noveno or nono, <i>ninth</i>
quinto, <i>fifth</i>	décimo, <i>tenth</i>

Above *décimo* the cardinal numbers are usually employed instead of the ordinal ones; as, *la calle Once*, Eleventh Street (lit., *the street Eleven*). It will therefore be sufficient for the beginner to learn the ordinal numbers from *first* to *tenth*, as given above; the others will be found in the Appendix.

REMARKS.—1.—The ordinal numbers form their feminine and plural like adjectives; as, *primero, primera, primeros, primeras*.

2.—*Primero* and *tercero* drop their final vowel before a masculine noun singular; as, *el primer (tercer) día*, the first (third) day.

2.—*De*, of, before the definite article masculine, is contracted with it to *del*; as, *el lápiz del maestro*, the teacher's pencil (the pencil of the teacher). But no contraction takes place in the feminine or plural; we say, *de la, de los, de las*.

3.—To state the day of the month, the cardinal numbers are employed ; as, *el dos*, the second (lit., *the two*) ; *el tres*, the third, etc. Only *the first* is *el primero* (not *el uno*.)

Instead of ¿ *Qué día es hoy?* what day is it to-day ? or ¿ *qué día del mes tenemos?* what day of the month have we ? to which we answer, *es* (or *tenemos*) *el dos*, *el tres*, etc., it is (or we have) the second, the third, etc., we may also use the idiomatic expression, ¿ *á cuántos estamos?* (lit., *at how many are we?*), to which we answer, *estamos á dos*, *á tres*, etc.

The date is usually written as follows : *Nueva York*, 12 (read *doce*) *de setiembre de 1887* (read *mil ochocientos ochenta y siete*).

4.—Before numerals, *than* is often translated by *de* instead of *que* ; as, *tengo más de cien pesos*, I have more than a hundred dollars ; but when the sentence is negative, *que* should be used ; as, *no tengo más que cien pesos*, I have not more than (I have only) a hundred dollars.

5.—In such expressions as : *You have the book, have you not?* *He is at home, is he not?* we translate the last part (*have you not, is he not*, etc.) by ¿ *no es verdad?* Is it not so ? literally, *is it not (the) truth?* This is the same as the French *n' est-ce pas* or the German *nicht wahr?*

6.—The possessive adjectives, *mi*, *tu*, *su*, etc., have in the plural *mis*, *tus*, *sus*, *nuestros* (fem. *nuestras*), *vuestros* (fem. *vuestras*).

7.—When, in English, a noun is used as an adjective, modifying another noun, it must, in Spanish, be made the object of a preposition, usually *de*; as the railroad depot, *el paradero del ferrocarril* (the depot of the railroad). Thus, also, a gold watch, *a watch of gold*, a silk dress, *a dress of silk*, etc., as we shall see in some subsequent exercises.



## DIRECTIONS AND QUESTIONS.

1.—Study the ordinal numbers, write them, and compare them with the original.

2.—Study the Remarks and No. 2. How is the preposition *de* contracted with the definite article?

3.—Study No. 3. Translate, in three different ways, the sentences: *What day of the month is to-day? It is the fifteenth.*

4.—Study Nos. 4, 5, 6, and 7. How is *than* translated before numerals? What is the literal meaning of *¿no es verdad?* and how is it used? What is the plural of the possessive adjectives? How do you translate an English noun when it is used as an adjective?

## VOCABULARY.

la verdad, <i>the truth</i>	la fecha, <i>the date</i>
el parque, <i>the park</i>	la carta, <i>the letter</i>
el paradero, <i>the depot</i>	el guante, <i>the glove</i>
el ferrocarril, <i>the railroad</i>	la tarjeta, <i>the visiting card</i>
el tomo, <i>the volume</i>	el esposo, <i>the husband</i>
la obra, <i>the work</i>	la esposa, <i>the wife</i>
la página, <i>the page</i>	el Mejicano, <i>the Mexican</i>
el piso, <i>the floor</i>	Lóndres, <i>London</i>
el mes, <i>the month</i>	nuevo, <i>new</i>

1. Su casa de V. está en la Quinta Avenida, ¿no es verdad? 2. Sí, señor, está en la Quinta Avenida, esquina de la calle Cincuenta y cuatro. 3. ¿Está lejos del Parque? 4. No, señor, está muy cerca. 5. ¿Dónde está el paradero del ferrocarril? 6. Está en la calle Cuarenta y dos. 7. ¿Cuántos tomos tiene su obra de V? 8. Tiene dos tomos. 9. ¿Cuántas páginas tiene cada tomo? 10. El primer tomo no tiene más que doscientas treinta y seis páginas, pero el segundo tiene más de trescientas. 11. ¿En

qué piso están sus cuartos de V. ? 12. Están en el tercer piso. 13. Un año tiene doce meses : Enero, febrero, marzo, abril, mayo, junio (*hōō'nīo*), julio (*hōō'līo*), agosto, setiembre, octubre, noviembre, diciembre (January, February, etc.). 14. ¿ Qué día es hoy ? 15. Es el primero. 16. ¿ Qué fecha tiene la carta de su hermano de V. ? 17. Londres, 17 (read *diez y siete*) de abril de 1887. 18. Sus vecinos de Vds. son Españoles, ¿ no es verdad ? 19. No, señor, son Mejicanos. 20. ¿ Dónde están mis guantes nuevos ? 21. Sus (*or* los) guantes nuevos de V. están en la sala, sobre la mesa. 22. ¿ Tiene V. sus tarjetas ? 23. Mi esposa tiene mis tarjetas.

1. Your friend's house is in (trans. *in the*) Fourth Avenue, is it not ? 2. No, sir, it is in Sixth Avenue, corner of One hundredth and twenty-fifth Street (the street One hundred and twenty-five). 3. My uncle has a house in Twenty-seventh Street. 4. It is the fourth house from the corner of (the) Eighth Avenue. 5. The first volume of his work has only (has not more than) three hundred and sixty pages, but the second has more than four hundred. 6. How many volumes has the work ? 7. It has five, but I have only the first two. 8. Our rooms are on (*en*) the second floor ; on what floor are your rooms, gentlemen ? 9. How many days has a month ? 10. How many months has a year ? 11. What day of the month is to-day ? 12. The twenty-sixth. 13. What is the date of (trans. *what date has*) your father's letter ? 14. New York (*Nueva York*), June 22, 1887. 15. Our neighbors are Americans. 16. Where are my new visiting cards ? 17. Your husband has your

new visiting cards. 18. Who has my new gloves? 19. Charlotte has your new gloves.

Study the names of the months in the Spanish exercise, and then write them without consulting the book.

## LESSON 7.

1.—*Este*, this, and *ese* or *aquel*, that, have in the feminine *esta*, *esa*, *aquella*, and in the plural *estos*, *esos*, *aquellos*, fem. *estas*, *esas*, *aquellas*.

Of the two words for *that*, *ese* is used in referring to persons or objects near the person spoken to, *aquel* in referring to persons or objects at some distance from the speaker as well as the person spoken to.

These adjectives have also a neuter gender, *esto*, *eso*, and *aquello*, which is employed when they are used without reference to any particular noun; as, ¿*qué es esto*? What is this (object)? *Eso es*, that's it.

The English *that* in the Exercises may be translated by either *ese* or *aquel*, unless it appears from the sentence itself, or the one preceding it, that the object is near the person addressed (as in the fifth sentence to the English exercise of this lesson), in which case it must be translated by *ese*.

2.—There are, in Spanish, certain suffixes which are joined to nouns to form the so-called *Augmentatives* and *Diminutives*, i. e., instead of using the adjectives *grande*, large, *pequeño*, small, etc., we may use a suffix that answers nearly the same purpose; as, *un muchacho*, a boy; *un muchachon* (*moo-tshà-tshón'*), a big boy; *un muchachito* (*moo-tshà-tshé'to*), a little boy.

The suffixes most frequently used in forming augmentatives are *on* (fem. *ona*), *azo* or *onazo*, and *ote* (fem. *ota*), and in forming diminutives, *ito* or *cito*, *illo* or *cillo*, *uelo* or *zuelo*, and *ejo*. All those ending in *o* change it in the feminine to *a*.

The final vowel of the noun is dropped before adding a termination beginning with a vowel; as, *muchach-o*, *muchach-on*, *muchach-ito*; *hombre*, *hombren*; *prima*, *primita*; etc.

Frequently these suffixes refer not only to size, but also to the esteem in which a person or article is held; *ote*, *uelo*, and *ejo* usually express contempt, while *ito* adds to the idea of small size that of beauty and endearment; as, *un librote*, "a great old book" (ironically); *un hombrezuelo*, a wretched little man; *un librejo*, a worthless old book; *un pajarito*, a pretty little bird; *hermanita*, dear little sister.

The suffix *ito* is very frequently joined to Christian names and then always imparts the tone of affection to the appellation; as, *Juan*, John, *Juanito*, Johnny; *Cárlos*, Charles, *Carlitos*, Charlie; *Ana*, Ann, *Anita*, Annie; *María*, Mary, *Mariquita*, little Mollie.

It will suffice for the beginner to understand the import of these suffixes in a general way, when he hears them in conversation or finds them in books; to use them correctly in all cases requires a great familiarity with the language which can be acquired only by extensive reading or intercourse with natives of Spain or Spanish America. When in doubt, it will be better for the student to employ an appropriate adjective which will express a quality similar to that expressed by the suffix. In the use of *ito* there is probably the least danger of a mistake, as it always expresses small size, beauty, or affection, or all combined.

NOTE.—Many words end originally in one of the above terminations without being augmentatives or diminutives; as *el garrote*, the club; *el martillo*, the hammer; *el espejo*, the looking-glass; *bonito*, pretty.

The ending *azo*, sometimes *ada*, suffixed to the name of an instrument, signifies the effect produced by that instrument; as, *el garrote*, the club, *el garrotazo*, the blow with a club; *el puñal*, the dagger, *la puñalada*, the thrust with a dagger.

Adjectives may also take the augmentative or diminutive endings, and their meaning is then modified, although not always in the same manner as that of nouns; as *gordo*, stout, *gordote*, rather stout; *solo*, alone, *solito*, quite alone; *chico*, little, *chiquito*,<sup>1</sup> pretty and little; *chiquitito*, tiny and pretty; *aquel chiquitito*, that "wee" little boy; (the word *boy* being understood in Spanish).

3.—*Tanto*, so, so much, is abbreviated to *tan* before adjectives and adverbs. In such exclamations as: *What a large house!* we put, in Spanish, the adjective after the noun and place *tan* before it: ; *Qué casa tan grande!*

### DIRECTIONS AND QUESTIONS.

1.—Study No. 1. How is *that* translated in Spanish? When is the neuter form for *this* and *that* used?

2.—Study No. 2, including the "Note." How are augmentatives and diminutives formed? Which are the suffixes most frequently used? Which of these often refer to the esteem in which a person or object is held? Which suffix is frequently joined to Christian names? What signification do the suffixes *azo* and *ada* impart to the name of an instrument?

3.—Study No. 3. When and how is *tanto* abbreviated? How do you translate: *What a beautiful house!*

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1. The *c* must be changed to *qu* to preserve the sound of *k* (*tshí-ké'to*); *chicito* would be pronounced *tshí-thé'to*. Thus also *amigo*, friend, *amiguito*, little friend; etc. Such changes in spelling are made whenever they are necessary in order to preserve the original sound, as we shall see more in detail in a subsequent lesson.

## VOCABULARY.

este, <i>this</i>	María, <i>Mary</i>
ese, <i>that</i>	Ana, <i>Ann</i>
aquel, <i>that</i>	Andalucía, <i>Andalusia</i>
el reloj, <i>the watch, clock</i>	Andaluz, <i>Andalusian</i>
el punto, <i>the point</i> ; en punto, <i>precisely</i>	Madrileño, <i>from Madrid</i>
la canasta, <i>the basket</i>	ser de, <i>to be of, to belong to</i> ;
el cordero, <i>the lamb</i>	¿ de quién es esto ? <i>whose is this, to whom does this belong?</i>
el pájaro, <i>the bird</i>	pequeño or chico, <i>little (in size), small</i>
la novela, <i>the novel</i>	holgazan, <i>lazy</i>
el dolor, <i>the pain</i>	bonito, <i>pretty</i>
el diente, <i>the tooth</i>	interesante, <i>interesting</i>
la muela, <i>the molar</i>	tanto, <i>so, so much</i>
dolor de muelas, <i>toothache</i>	otro, <i>other, another</i>
dolor de cabeza, <i>headache</i>	
el caballo, <i>the horse</i>	

1. ¿ Quién es aquel muchachon ? 2. Es el hijo de nuestro vecino ; es muy holgazan. 3. ¿ De quién es este librito ? 4. Es de mi hermanita. 5. ¿ En dónde está mi tinterito ? 6. Aquí está. 7. Juanito, ¿ qué tienes ahí ? 8. Tengo mi relojito nuevo. 9. ¿ Qué hora tiene tu relojito (translate *what time is it by*, etc.) ? 10. Tiene la una en punto. 11. Y tú, chiquitita, ¿ qué tienes en tu canastita ? 12. Tengo mi gatito. 13. ¿ De quién es esta gramática ? 14. Es del maestro de Carlitos. 15. Aquella muchachita tiene un corderito muy bonito.<sup>1</sup> 16. ¿ Qué pajarito tan bonito ! 17. Es de V.<sup>2</sup> 18. Muchas (or mil) gracias, está en muy buenas

1. Although the suffix *ito* (in *corderito*) in itself implies prettiness, we may nevertheless add the adjectives *bonito*, *hermoso*, etc., for greater emphasis.

2. When persons admire any object in one's possession, it is considered polite among Spanish-speaking people to say : "It is yours;" whereupon they answer: "Many (or a thousand) thanks, it is in very good hands."

manos. 19. ¿ Son interesantes esas novelas ? 20 Sí, señor, son bastante interesantes. 21. Estos dos pajaritos son de mi prima Anita. 22. ¿ Qué calle es esta ? 23. Esta es la calle Cincuenta y siete. 24. ¿ Qué tienes, Mariquita ? 25. Tengo dolor de muelas. 26. Nuestra tia tiene dolor de cabeza. 27. ¿ Qué tiene aquella mujerzuela ? 28. Está enferma. 29. ¿ No son Españoles aquellos dos caballeros ? 30. Sí, señor, uno es Andaluz y el otro Madrileño.

1. Who is that big man ? 2. It is our neighbor's servant. 3. Whose is that (pretty) little bird ? 4. It belongs to my cousin Charlie. 5. Johnny, what have you there (*ahí*) in that little basket ? 6. I have my little sister's pussy (little cat). 7. Whose is this pretty little dog ? 8. It belongs to my little cousin (masc.). 9. Mary has a little lamb. 10. Her little lamb is very pretty. 11. Who has my little watch ? 12. I have your little watch, here it is. 13. What time is it by (*en*) your little watch ? 14. It is half-past four precisely. 15. What handsome horses ! 16. Consider them your own (trans. *they are yours* ; see Foot-note 2, page 45.) 17. A thousand thanks, they are in very good hands. 18. Annie, have you my little book ? 19. No, sir, it is in the drawer of that little table. 20. Who is in that (pretty) little house ? 21. A wretched little man. 22. What is the matter with you, little cousin (fem.) ? 23. I have (*a*<sup>1</sup>) headache. 24. My little sister has (*the*<sup>1</sup>) toothache. 25. Are not those ladies<sup>2</sup> Andalusians ? 26. No, madam, they are from Madrid.

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1. Omit the article in Spanish.

2. Place the words *those ladies* last. See also p. 28, 2.

## LESSON 8.

## REGULAR VERBS.—PRESENT TENSE.

1.—The verbs of the Spanish language are divided into three groups or conjugations, which are distinguished by the ending of the infinitive. Those ending in *ar* belong to the first conjugation, those ending in *er* to the second, and those ending in *ir* to the third.

All the regular verbs belonging to the same conjugation are conjugated alike, and thus, if we know, for each group, the conjugation of one verb, which we select as a model, we can conjugate all others. We here select as models the verbs *hablar*, to speak, *comer*, to eat, and *vivir*, to live. Their conjugation in the present tense, indicative mood, is as follows :

hablo ( <i>ä'blo</i> ), I speak	como ( <i>kō'mo</i> ), I eat
hablas ( <i>ü'bläss</i> ), thou speakest	comes ( <i>kō'měss</i> ), thou eatest
habla ( <i>ä'blä</i> ), he speaks	come ( <i>kō'mě</i> ), he eats
hablamos ( <i>ä-blä'moss</i> ), we speak	comemos ( <i>ko-mä'moss</i> ), we eat
hablais ( <i>ä-bliss'</i> ), you speak	comeis ( <i>ko-mä'iss</i> ), you eat
hablan ( <i>ä'blän</i> ), they speak	comen ( <i>kō'měn</i> ), they eat

vivo (*vě'vo*), I live  
 vives (*vě'vess*), thou livest  
 vive (*vě've*), he lives  
 vivimos (*vī-vě'moss*), we live  
 vivís (*vī-viss'*), you live  
 viven (*vě'ven*), they live



## Endings.

1st Conj.	2nd Conj.	3rd Conj.
o	o	o
as	es	es
a	e	e
amos	emos	imos
ais	eis	ís
an	en	en

By dropping the ending of the infinitive, we obtain the *stem* of the verb ; thus *habl* is the stem of *hablar*, *com* of *comer*, and *viv* of *vivir* ; and to this stem the endings of the different numbers and persons are added. Thus, if we wish to conjugate *estudiar*, to study, we take the stem *estudi* and add to it the endings of the first conjugation, as given above ; as, *estudio* (ës-tôo'dïo), *estudias*, *estudia*, *estudiamos*, *estudiais*, *estudian*. To conjugate *coser*, to sew, we add to the stem *cos* the endings of the second conjugation ; as, *coso*, *coses*, etc., and thus with all regular verbs.

*Tener*, *estar*, and *ser*, whose present tense we have learned in preceding lessons, are *irregular* verbs.

2.—The Spanish language has not any auxiliary corresponding to the English *do* ; *I do speak* is *yo hablo*, or simply *hablo*, I speak ; and, to ask a question, the subject is placed after the verb ; as, do I speak ? ¿ *Hablo yo* ? (speak I ?) Do I not speak ? ¿ *No hablo yo* ? (not speak I ?) etc.

NOTE.—Frequently, however, the position of the words is the same as in a declarative sentence, and then the interrogation points (or, in speaking, the inflection of the voice) indicate that the sentence is interrogative ; as, ¿ *V. habla* ? Do you speak ?

On the other hand, the subject is often placed after the verb in a declarative sentence ; as, *habla V. muy bien*, you speak very well. Here, then, it is the *absence* of the interrogation points that shows the sentence to be declarative.

All such transpositions are merely a matter of taste.

3.—The English *progressive form* is often rendered in Spanish by the simple form of the verb; thus, both *I eat* and *I am eating* may be translated by *como* (or *yo como*). However, the Spanish language has also a progressive form, consisting of *estar* (not *ser*) and the present participle of the principal verb. The latter is formed by adding to the stem the ending *ando* for the first conjugation, and *iendo* for the second and third; *hablando, comiendo, viviendo*. *Estoy comiendo*, I am eating; *está hablando*, he (or she) is speaking.

NOTE.—When the English form in *ing* is a gerund (verbal noun), as, for instance, when it is the object of a preposition, it is translated in Spanish by the infinitive; as, without studying, *sin estudiar* (not *sin estudiando*).

4.—In Spanish, the present tense is often used in speaking of the immediate future; as, *¿cuándo parte V.?* When do (*i. e.* when *will*) you depart? *Parto hoy*, I (shall) depart to-day.

5.—If the direct object of a verb designates a person, it must, in Spanish, be preceded by the preposition *á*; as, *espero á mi hermano*, I expect my brother.

After the verb *tener*, however, *á* is not used; as, *tengo un hermano*, I have a brother; *tengo dos hermanas*, I have two sisters.

6.—The definite article *el* is contracted with *á* to *al*; as, *llamo al muchacho*, I call the boy. But the feminine article *la* is not contracted; as, *llamo á la muchacha*, I call the girl.

#### DIRECTIONS AND QUESTIONS.

1.—Study No. 1. How many conjugations are there in Spanish? How are they distinguished? Write the conjugations of the present tense of *hablar*, *comer*, and *vivir* without consulting the book, and then compare them with the original. Commit them to memory, so as to be

able to recite them readily. Write the present tense of *trabajar*, *vender*, and *recibir* (see Vocabulary).

2.—Study No. 2 (including the "Note"). Translate into Spanish: (1) Do you (*V.*) work? (2) Yes, sir, I do work. (3) Does she not sew? (4) No, madam, she does not sew. (5.) You do not speak very well.

3.—Study No. 3. How is *to be* translated in the progressive form, as in *I am speaking*, etc. How is the present participle formed? How is the English gerund translated?

4.—Study Nos. 4, 5, and 6. When must the preposition *á* be used before the direct object of the verb? How is it contracted with *el*?

## VOCABULARY.

la lección, <i>the lesson</i>	estudiar, <i>to study</i>
el sombrero, <i>the hat</i>	buscar, <i>to look for</i>
el número, <i>the number</i>	hablar, <i>to speak, talk</i>
la mañana, <i>the morning</i> ; por	comer, <i>to eat, dine</i>
la mañana, <i>in the morning</i> ;	tomar, <i>to take, to drink</i>
por la noche, <i>in the eve-</i>	beber, <i>to drink</i>
<i>ning</i> (after sunset)	fumar, <i>to smoke</i>
el vino, <i>the wine</i>	cantar, <i>to sing</i>
la cerveza, <i>the beer</i>	tocar, <i>to touch, to play</i> (an
el piano, <i>the piano</i>	instrument)
el abuelo, <i>the grandfather</i>	amar, <i>to love</i>
la abuela, <i>the grandmother</i>	esperar, <i>to hope, expect, wait</i>
el discípulo, <i>the scholar, pupil</i>	vivir, <i>to live</i>
la visita, <i>the visit</i>	residir, <i>to live, reside</i>
el tren, <i>the train</i>	cenar, <i>to take supper</i>
el minuto, <i>the minute</i>	trabajar, <i>to work</i>
el queso, <i>the cheese</i>	coser, <i>to sew</i>
la libra, <i>the pound</i>	alabar, <i>to praise</i>
la mantequilla <sup>1</sup> , <i>the butter</i>	recibir, <i>to receive</i>
Jorge, <i>George</i>	partir, <i>to divide, to depart</i>

1. In Spain, *butter* is called *mantequilla*, which in Mexico and other parts of Spanish America usually signifies *lard* (called in Spain *mantequilla de puerco*.)

adelantar, <i>to advance, be fast</i>	demasiado (adj. or adv.) <i>too</i>
atrasar, <i>to be slow</i>	<i>much, too</i>
vender, <i>to sell</i>	caro, <i>dear</i>
llamar, <i>to call</i>	barato, <i>cheap</i>
besar, <i>to kiss</i>	siempre, <i>always</i>
castellano, <i>Castilian, Spanish</i>	cuándo, <i>when</i>
poco, <i>little</i> (in quantity); un	al contrario, <i>on the contrary</i>
poco, <i>a little</i>	adelante, <i>forward, come in</i>
aplicado, <i>diligent</i>	á, <i>to, at</i>

1. ¿Qué estudias, Carlitos?
2. Estudio mi lección.
3. ¿Qué busca V., caballero?
4. Busco mi sombrero.
5. ¿Habla V. español (*or* castellano)?
6. Hablo muy poco.
7. ¿Qué toma V., café ó té?
8. Tomo café por la mañana y té por la noche.
9. Mi mamá toma siempre chocolate.
10. Nuestro tío bebe vino y cerveza.
11. ¿Fuma V., caballero?
12. No, señor, gracias.
13. ¿Canta su hermana de V.?
14. No, señor, no canta, pero toca el piano, y habla muy bien el español, el alemán y el francés.
15. Amamos á nuestros padres.
16. ¿Cuándo esperan Vds. á su señor<sup>2</sup> abuelo?
17. ¿Dónde vive (*or* reside) ahora el señor Gómez?
18. Vive en Francia.
19. ¿Á qué hora cenan Vds.?
20. Nuestro criado está trabajando en el jardín.
21. María está cosiendo en su cuarto.
22. Los maestros alaban á los discípulos aplicados.
23. ¿Reciben Vds. muchas visitas de sus amigos?
24. ¿Cuándo parte el tren del ferrocarril?
25. Parte á las once y diez minutos.
26. Son ahora las

1. To speak Spanish is simply *hablar español*; but on adding an adverb, it is customary to use the article before the name of the language; to speak Spanish well, *hablar bien el español*.

2. In speaking to a person of his or her relatives, it is considered polite to use the words *señor* (*señora, señorita*) before the noun denoting the relationship. This is not necessary, however, when the word *usted* follows; as, ¿cómo está su abuelo de V.?

diez y media. 27. ¿ No adelanta su reloj de V. ? 28. No, señor, al contrario, atrasa un poco. 29. ¿ Á cuanto (*at how much* ; translate *how*) vende V. el queso ? 30. Á veinte centavos la<sup>1</sup> libra. 31. Es demasiado (*or muy*<sup>2</sup>) caro ; ¿ y la mantequilla ? 32. Á treinta y dos centavos. 33. Eso es bastante barato. 34. ¿ Quién llama (*calls*, translate *knocks*) á la puerta ? Adelante. 35. Buenos dias, señorita ; á los piés de V.<sup>3</sup> 36. Buenos dias, caballero ; beso á V. la mano.

1. I work. 2. Charlie, are you studying your lesson ? 3. (Mr.) Joseph is looking for his hat. 4. Where do you live (*or reside*) ? 5. I live in Twenty-second Street. 6. What is the number of (translate *what number has*) your house ? 7. Do you speak Spanish, gentlemen ? 8. I speak very little, but my friend (masc.) speaks Spanish very well (very well the Spanish). 9. The parents love their children. 10. Do you smoke, gentlemen ? 11. No, madam, we do not smoke. 12. We take coffee in the morning and tea in the evening. 13. Does your cousin play ? 14. Yes, sir, she plays and sings. 15. We expect our grandmother to-day. 16. (Mr.) Paul, where does your uncle live now ? 17. He lives in Italy. 18. Annie and Charlotte are sewing. 19. George and Anthony are studying in their room. 20. At what hour do you dine ? 21. We dine at one o'clock.

1. Before words denoting weight, number, or measure, in such expressions as the above, the *definite* article is used in Spanish.

2. *Muy* is often used in the sense of *too* (too much).

3. *At your feet*, the expression used in Spanish by a gentleman when meeting or taking leave of a lady. One lady to another, or to a gentleman, or one gentleman to another, uses the expression: *I kiss your hand* (literally, *I kiss to you the hand*) ; see Sentence 36. In English we can translate these expressions only by *your obedient servant*, *my best respects to you*, etc.

22. The teacher praises his pupil. 23. We receive many visits from our friends. 24. When are you going to depart (translate *when depart you*)? 25. I shall depart (I depart) by (translate *in*) the three o'clock train (the train of three o'clock). 26. What time is it? 27. I have a quarter to three, but my watch is fast. 28. My watch is slow. 29. How (at how much) do you sell this coffee? 30. At forty cents a<sup>1</sup> pound. 31. Is it not too dear? 32. No, sir, on the contrary, it is very cheap. 33. Come in. 34. Good evening, sir, my best respects to you.<sup>2</sup> 35. Good evening, madam; your obedient servant.

## LESSON 9.

### PRESENT PERFECT TENSE.

1.—The *Present Perfect Tense* (*I have spoken*, etc.) is formed in Spanish by means of the auxiliary *haber*, to have, and the past participle of a principal verb. *Haber* is an irregular verb and is conjugated in the present tense as follows:

he (é), I have	hemos (ā'moss), we have
has (ás), thou hast	habeis (ā-bā'íss), you have
ha (á), he has	han (ān), they have

We thus have in Spanish two verbs signifying *to have*, of which *tener* is used as a principal verb, in the sense of *to possess*, while *haber* is used as an auxiliary to form the perfect tenses.

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1. See Footnote 1, p. 52.

2. See Footnote 3, p. 52.

The past participle of all regular verbs is formed, in the first conjugation, by adding *ado*, and in the second and third by adding *ido*, to the stem of the verb ; as, *hablado*, spoken, *comido*, eaten, *vivido*, lived.

*Tener*, *estar*, and *ser* are irregular verbs, but they form the past participle regularly ; *tenido*, had, *estado*, been, *sido*, been.

2.—The present perfect tense is used in speaking of an action or event as completed at the present time (as in English) ; as, *¿ ha comido V ?* Have you dined ? *He comido*, I have dined.

The auxiliary must not be separated from the participle ; we must say *¿ ha comido V ?*, not *¿ ha V comido ?*

The present perfect should especially be used in Spanish when the action or event has occurred during a period of time which has not yet elapsed, i. e., when we state that anything happened to-day, this week, this month, this year, etc., as, *¿ ha comprado V. la casa ?* Have you bought the house ? *Sí, señor, he comprado la casa esta semana*, yes sir, I (have) bought the house this week.

But if we speak of an action or state as having taken place or existed in the past and *continuing* to take place or exist in the present, we usually employ the present tense in Spanish ; as, he has resided in New York since the year 1870 (and resides here still), *reside en Nueva York desde el año 1870* ; I have been here over two hours, *estoy aquí desde más de dos horas* (literally, *I am here since more than two hours*).

3.—In answering a question, we often repeat the auxiliary alone in English ; as, has he traveled much ? Yes, sir, *he has* ; or, do you drink tea ? No, sir, *I do not*. This ellipsis is inadmissible in Spanish ; we must either repeat the sentence, *sí, señor, ha viajado mucho*, yes, sir, he has traveled much ; *no, señor, no bebo té*, no, sir, I do not drink tea ; or we say simply *sí, señor*, or *no, señor*.

4.—Y, and, is changed to *é* before a word commencing with *i* or *hi*; as, *español é italiano*, Spanish and Italian; *padre é hijo*, father and son.

REMARKS.—The following words occurring in the Vocabulary to this lesson require a special explanation; as,

1.—Of the two words for *country*, *país* is used to denote a division of land (as in *this is a rich country*), while *campo* means *country* as opposed to *city* (as in *we have just returned from the country*). *Campo* also means *field* or *camp*.

2.—*Ya*, in an affirmative sentence, means *already*; in a negative sentence it means (no) *longer*, (not) *any more*, the opposite of *yet* or *still*; it is used as the French *ne-plus* or the German *nicht mehr*, and its translation is often superfluous in English; as, *ya no vive en el campo*, he does not live in the country any longer; *ya no está aquí*, he is not here (any more).

3.—*Tiempo* is *time* in its general sense (and it also means *weather*, as we shall see in a subsequent lesson); *vez* is *time* preceded by a numeral, as in *one time* or *once*, (*una vez*), *two times* or *twice* (*dos veces*<sup>1</sup>), *the first time* (*la primera vez*), etc. *Vez* is used like the French *fois* or the German *Mal*.

4. The student will take care to distinguish between the noun *estado*, state, and the past participle of *estar*, which is also *estado*; as, *he estado*, I have been.

## DIRECTIONS AND QUESTIONS.

1.—Study No. 1. Write the present tense of *haber* without consulting the book and then compare it with the original. What is the difference in the use of *haber* and *tener*? How is the past participle of regular verbs formed?

2.—Study No. 2. When is the present perfect tense employed in Spanish? When is the English present perfect translated in Spanish by the present tense?

3.—Study Nos. 3 and 4. Translate the following: (1) Have you dined? (2) Yes, sir, I have. (3) Do you smoke? (4) No, sir, I do not.—When is *y*, and, changed to *é*?

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1. Nouns ending in *s* change it in the plural to *c*.



4.—Study the Remarks. What is the difference between *país* and *campo*? What does *ya* mean in an affirmative sentence? What in a negative sentence? What is the difference between *tiempo* and *vez*?

## VOCABULARY.

el país, <i>the country</i>	Colonia, <i>Cologne</i>
el campo, <i>the country, field, camp</i>	Berlin ( <i>bèr-lín'</i> ), <i>Berlin</i>
el tiempo, <i>the time</i> ; ¿ cuánto tiempo? <i>How long?</i> Tanto tiempo, <i>so long</i>	Filadélfia, <i>Philadelphia</i>
la vez, <i>the time</i> ; ¿ cuántas veces? <i>How many times?</i>	viajar, <i>to travel</i>
el mensajero, <i>the messenger</i>	comprar, <i>to buy</i>
el cortaplumas ( <i>-plōo'mäss</i> ), <i>the penknife</i>	llegar, <i>to arrive</i>
el abanico, <i>the fan</i>	alquilar, <i>to rent</i>
el estado, <i>the state</i>	pagar, <i>to pay</i>
unido, <i>united</i>	pasar, <i>to pass, spend</i>
Los Estados Unidos, <i>the United States</i>	hallar, <i>to find</i>
Europa, <i>Europe</i>	llorar, <i>to cry</i>
América, <i>America</i>	perder, <i>to lose</i>
París, <i>Paris</i>	ya, <i>already</i> ; (not) <i>any longer</i>
	todavía, <i>yet, still</i>
	porqué, <i>why</i>
	porque, <i>because, for</i> (conj.)
	desde, <i>since</i>
	¡Hola! <i>Holloa!</i>

1. ¿ Ha estado V. en España? 2. Sí, señor, he estado en Madrid, Sevilla, Valencia, Córdoba, Granada y muchas otras ciudades de España. 3. ¿ Han estado Vds. en Francia? 4. Sí, señor, hemos estado en Francia, Alemania é Italia. 5. Han viajado Vds. mucho. (See L. 8, 2, Note.) 6. Ita-

1. See the footnote on page 55.

lia es un hermoso país. 7. ¿ Cuánto tiempo ha vivido V. en París? 8. He vivido allí tres meses. 9. Nuestro padre ha comprado aquella casa esta semana. 10. ¿ Cuándo espera V. á su señorita hermana? 11. Ya ha llegado. 12. ¿ Porqué no alquila V. un cuarto? 13. Ya he alquilado uno. 14. ¿ Desde cuándo viven Vds. en los Estados Unidos? 15. Vivimos aquí desde el verano del año 1880 (read *mil ochocientos y ochenta*). 16. ¿ Ha partido ya su amigo de V., el señor Pérez? 17. No ha partido todavía. 18. ¿ No vive en esta casa el Sr. Dn. Antonio Guerrero? 19. Ya no vive aquí. 20. ¿ Ha pagado V. á este mensajero? 21. Todavía no. 22. ¡ Hola, Don Pedro! ¿ Dónde ha estado V. tanto tiempo? 23. He pasado seis semanas en el campo. 24. ¿ Has hallado tu cortaplumas, Carlitos? 25. ¿ Porqué llora tu hermanita? 26. Lloro, porque ha perdido su abanico. 27. ¿ Cuántas veces ha estado V. en Nueva York? 28. No he estado más que una vez.<sup>1</sup>

1. You have traveled a great deal (*mucho*), have you not?  
 2. Yes, sir, I have traveled in Europe and America.  
 3. Where have you been in Europe? 4. I have been in Paris, Cologne, Berlin, and many other cities of France and Germany. 5. How long have you been in England? 6. I have not yet been in England. 7. Has your friend, Mr. Sánchez, been in Spain (translate *has been in Spain your friend*, etc)? 8. Yes, madam, he has. 9. This (*este*) is a great country. (See L. 4, 6.) 10. Where are your parents, (Mr.) Anthony? 11. They are in the country. 12. How long (translate *since when*) have they

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1. *Allí*, there, is often understood.

been (translate *are they*) in the country? 13. They have lived (they live) there since the month of May. 14. Have you bought a house? 15. No, sir, but we have rented one. 16. Have your cousins already arrived (have arrived already your cousins)? 17. They have not yet arrived. 18. When will your brother depart? (See L. 8, 4.) 19. He has already departed. 20. Paul, you have not yet paid that messenger. 21. Why do you cry, little boy? 22. I have lost my pen-knife. 23. Louisa has found her fan. 24. We have spent two months in the country. 25. How many times have you been in Philadelphia? 26. We have been there<sup>1</sup> three times. 27. Is not your cousin in Germany (is not in Germany your cousin)? 28. He is no longer there.

## LESSON 10.

### PERSONAL PRONOUNS AS OBJECTS.

1.—The personal pronouns have, in Spanish, different forms according as they are objects of *verbs* or of *prepositions*.

As *direct* objects of verbs they are: *Me*, me; *te*, thee; *le* or *lo*, him; *la*, her; *le* or *la* — *á* V., you (sing.); *nos*, us; *os*, you; *los*, them (masc.); *las*, them (fem.); *los* or *las* — *á* Vds., you (plur.).

The pronoun-objects are placed *before* the verb or auxiliary; as, *él me comprende*, he understands me (literally, *he me understands*); *él me ha comprendido*, he has understood me. The

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1. See the foot-note on page 57.

exceptions to this rule will be noticed hereafter in their proper places.

*Te* corresponds to *tú* and is used in addressing one person with whom we are on familiar terms (see p. 12, 3). *Os* corresponds to the nominative *vos* or *vosotros*, and is used in addressing persons of very high rank, by public speakers, in works of fiction, etc. In the usual style of conversation we translate the English *you* as object by placing the pronoun of the third person before the verb and *á V.* (or *á Vds.*) after it; as, *yo le comprendo á V.*, I understand you.

The following examples will make this matter plainer :

él me alaba		<i>he praises me</i>
" te "		" " <i>thee (you)</i>
" le or lo "		" " <i>him</i>
" la "		" " <i>her</i>
" le " á V.		" " <i>you (addressing a man)</i>
" la " á V.		" " <i>you (addressing a woman)</i>
" nos "		" " <i>us</i>
" os "		" " <i>you</i>
" los "		" " <i>them (masc., or masc. and fem.)</i>
" las "		" " <i>them (fem.)</i>
" los " á Vds.		" " <i>you (addressing men, or men and women)</i>
" las " á Vds.		" " <i>you (addressing women)</i>

2.—As *indirect* objects of verbs (when we may usually supply in English the preposition *to* before the pronoun) the Spanish pronouns have the same forms as when they are used as direct objects, excepting the third person, which in the singular is always *le*, to him *or* to her, and in the plural *les*, to them (masc. or fem.) ; as,

yo le envió el libro	<i>I send (to) him or her the book</i>
“ le “ á V. el libro	“ “ “ <i>you (one person) the book</i>
“ les “ el libro	“ “ “ <i>them the book</i>
“ les “ á Vds. el libro	“ “ “ <i>you (more than one person) the book</i>

3.—Even when the object of a verb is a noun, the pronoun-object is, nevertheless, often employed before the verb; as, *le envió los libros á mi hermano*, I send the books to my brother (literally, *I to him send the books to my brother*); *le alaban á tu hermano*, they praise (him) your brother. But it would be equally correct to say, *envío los libros á mi hermano*, *alaban á tu hermano*, without the *le*.

4.—As objects of *prepositions* the personal pronouns have the same forms as when they are the *subjects* of verbs, excepting the first and second persons singular, which are *mí* and *tí*; as,

sin mí, <i>without me</i>	sin nosotros (—as), <i>without us</i>
sin tí, <i>without thee (you)</i>	sin vosotros (—as), <i>without you</i>
sin él, ella, <i>without him, her</i>	sin ellos (—as), <i>without them</i>
sin V., <i>without you (sing.)</i>	sin Vds., <i>without you (plur.)</i>

5.—The English *it*, as object of a verb, must be translated by *lo* or *le*, when it refers to a noun that, in Spanish, is masculine, and by *la*, when it refers to one that is feminine; as, ¿tiene V. su libro? *Lo* (or *le*) tengo (lit., I have *him*); ¿tiene V. su pluma? *La* tengo (lit., I have *her*).

In the masculine, *lo* is preferable to *le* in referring to an inanimate object; but in referring to a person, *le* is preferred; *le alabo*, I praise him, is better than *lo alabo*.

Thus, also, when *it*, as the object of a preposition, refers to a masculine noun, it is translated by *él*, and when it refers to a feminine noun, by *ella*; *without it*, in referring to a book (*el libro*), is *sin él* (lit., without *him*), while in referring to a pen (*la pluma*), it is *sin ella* (lit., without *her*).

The word *it*, however, may not refer to any particular noun, but to an idea or circumstance previously expressed, often by a whole sentence; as, will you come to-morrow? I promise *it*, i. e., that I shall come. In such cases *it*, as the object of a verb, is always translated by *lo*; *lo prometo* (*prometer*, to promise). This *lo* is called the neuter form, although, as we have just seen, it is also used in the masculine for *le*. The neuter *lo* may often be translated in English by *so*; as, *lo espero*, I hope so.

When such an *it*, which does not refer to a particular noun, is the object of a preposition, it is translated by *ello*; as, have you heard that Mr. N. will soon retire from business? They have spoken to me of *it*, *me han hablado de ello*.

When *it* is the subject of the sentence and may be replaced by *that*, without changing the sense, it is sometimes translated by *ello*; as, *ello* (or *eso*) *me sorprende*, it (that) surprises me. Otherwise this indefinite *it* is not translated in Spanish, as we shall see in a subsequent lesson.

REMARKS ON THE VOCABULARY. 1.—*Gustar*, to please, is best translated by the English *to like*; *esto me gusta*, this pleases me, *I like this*.

2.—Some English adverbs are used also as prepositions without change of form. In Spanish, such adverbs must be followed by *de* (sometimes *d*), with which they form a so-called compound preposition; as, *cerca*, near (adverb); *él reside muy cerca*, he lives very near; *cerca de*, near (preposition); *reside cerca de la escuela*, he lives near the school.

### DIRECTIONS AND QUESTIONS.

1.—Study thoroughly No. 1. Copy the English examples (*he praises me*, etc.), write the Spanish translation without consulting the book, and then compare it with the original. How would you translate the sentence, *I understand you*, in addressing (1) your brother, (2) a gentleman with whom you are not on intimate terms, (3) a lady with whom you are not on intimate terms, (4) two or more gentlemen, (5) two or more ladies? (For the verb *to understand*, see the Vocabulary to this lesson.)

2.—Study Nos. 2, 3, and 4. Write the examples in Nos. 2 and 4 in the same manner as those in No. 1.

3.—Study No. 5. (1) How would you translate *I have lost it* in referring to a pencil? (2) How, in referring to a doll? (3) How would you translate *without it* in referring to a grammar? (4) How, in refer-

ring to an inkstand? How is the word *it* translated when it does not refer to any particular noun? When may *it*, as the subject of a sentence, be translated by *ello*?

4.—Study the “Remarks on the Vocabulary.” How should *gustar* be translated? What is a compound preposition?

## VOCABULARY.

la noticia, <i>the news, tidings</i>	la seda, <i>the silk</i>
la novedad, <i>the novelty, news</i>	Fernando, <i>Ferdinand</i>
el suegro (or padre político), <i>the father-in-law</i>	Enrique, <i>Henry</i>
el paraguas ( <i>pàrã'gwäss</i> ), <i>the umbrella</i>	Manuel, <i>Emanuel</i>
la casaca, <i>the coat</i>	Isabel, <i>Elizabeth</i>
el sastre, <i>the tailor</i>	sorprender, <i>to surprise</i>
la bota, <i>the boot</i>	comprender, <i>to understand</i>
el zapato, <i>the shoe</i>	aprender, <i>to learn</i>
el zapatero, <i>the shoemaker</i>	enviar, <i>to send</i>
la chinela, <i>the slipper</i>	lastimar, <i>to hurt</i>
el pañuelo, <i>the handkerchief</i>	dejar, <i>to leave, to let</i>
el clima <sup>1</sup> , <i>the climate</i>	gustar, <i>to please</i>
el sobrino, <i>the nephew</i>	asepillar, <i>to brush</i>
la sobrina, <i>the niece</i>	olvidar, <i>to forget</i>
el oro, <i>the gold</i>	deber, <i>to owe</i>
la ropa, <i>the clothes</i>	cabal, <i>exact, correct</i>
el cepillo, <i>the brush</i>	todo, <i>all, whole, everything</i> ;
el conde, <i>the count</i>	todo el dia, <i>all day</i> ; todos
la vuelta, <i>the change</i> (money	los dias (or cada dia), <i>every</i>
returned on making a pay-	day
ment)	casi, <i>almost, nearly</i>
el lado, <i>the side</i> ; del otro	sin, <i>without</i> (prep.)
lado, <i>on the other side</i>	cerca de, <i>near</i> (prep.)
	en frente de, <i>opposite</i> (prep.)

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1. Nouns derived from the Greek ending in *ma* are masculine.

1. Esta noticia me ha sorprendido mucho (very much<sup>1</sup>).
2. ¿Te ha pagado aquel caballero? 3. No me ha pagado todavía.
4. Fernando es buen muchacho; su tío le ama mucho.
5. Mi suegro me habla siempre en español.
6. ¿Le comprende V.? 7. Comprendo casi todo.
8. ¿En dónde está Isabel? Su mamá la busca.
9. ¿Quién tiene mi paraguas? 10. Yo lo tengo.
11. ¿Habla V. francés? 12. No, señora, pero lo aprendo; tomo una lección todos los días (*or* cada día).
13. ¿Cómo lo pasa V.<sup>2</sup>, Don Enrique? 14. Sin novedad<sup>3</sup>, gracias, ¿y V?
15. ¿Le ha enviado á V. su casaca nueva el sastre? 16. Sí, señor, pero el zapatero no me ha enviado las botas nuevas, y estos zapatos me lastiman los<sup>4</sup> pies.
17. ¿En dónde ha dejado V. mis chinelas? 18. Las he estado buscando todo el día.
19. ¿Quién ha tomado mis pañuelos? 20. La criada los ha tomado.
21. ¿Les gusta á Vds. el clima de Cuba? 22. En el invierno nos gusta mucho.
23. Le he enviado un relojito de oro á mi sobrina. (See L. 6, 7.) 24. Manuel, no has afeitado tu ropa.
25. Lo he olvidado. ¿Tiene V. el cepillo? 26. El conde parte hoy con nosotros.
27. He viajado con él en Europa.
28. ¿Vive cerca de Vds. el señor Correa? 29. Sí, señor, del otro lado de la calle, casi en frente de nuestra casa.
30. ¿Cuánto le debo á V.? 31. Cinco pesos y sesenta y tres céntavos.
32. Está cabal

1. The English *very much* is translated simply by *mucho*.

2. Literally, *how do you pass it?* Translate by *how do you do?* (The same as *¿cómo está V.?*)

3. Literally, *without novelty*; translate by *the same as usual*.

4. In speaking of parts of the body, articles of dress, etc., the definite article is often used in Spanish instead of the possessive adjective, provided that the meaning is sufficiently determined by the context; but we must then supply the indirect object of the personal pronoun before the verb; the above sentence is, literally, *these shoes hurt to me the feet, i. e., they hurt my feet*.



(or está bien) ; aquí están diez pesos. 33. Aquí tiene V. la vuelta, caballero ; mil gracias.

1. My uncle expects me at a quarter to five. 2. Henry, your father is looking for you. 3. Have you paid the shoemaker ? 4. I paid (have paid) him to-day. 5. Annie is very diligent ; her teacher (fem.) praises her very<sup>1</sup> much. 6. Have you found your umbrella ? 7. I have not found it yet. 8. Has this news not surprised you ? 9. It has surprised me very much. 10. Does your nephew speak English ? 11. No, madam, but he is learning it ; he studies his lesson every day. 12. Do not those boots hurt your feet<sup>2</sup> ? 13. I have been expecting my new shoes all day. 14. Where have you left your slippers ? 15. Have you not found them ? 16. John, you have not brushed my clothes. Have you forgotten it ? 17. I have looked for the brush, but have not found it. 18. What have you sent to your wife ? 19. I have sent her a silk dress. (See L. 6, 7.) 20. How do you do, gentlemen ? 21. Same as usual, and you ? 22. Very well ; we like the climate of Spain very much. 23. Has (Mr.) Henry traveled with you (plur.)<sup>3</sup> ? 24. No, sir, but he has been in the country with us this summer. 25. Does Mr. Correa live opposite you (translate *opposite your house*) ? 26. No, sir, but he lives near me (near my house.) 27. The count lives on the other side of the street. 28. I owe you four dollars and thirty cents, do I not ? 29. Yes, miss, that<sup>c</sup> is correct. 30. Here you have five dollars. 31. Here is the change, miss ; many thanks.

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1. See Foot-note 1, p. 63.

2. Place the subject last.

3. This word need not be translated here.

## LESSON 11.

## REFLEXIVE VERBS.

1.—When the object of a verb is a personal pronoun that stands for the same person or thing as the subject, the verb is said to be used reflexively.

2.—In the first and second persons the Spanish pronouns are used reflexively without change of form, and must be translated in English by *myself*, *thyself* (yourself), *ourselves*, or *yourselves*; as, *yo me lavo*, I wash myself (lit., I wash me); *tú te lavas*, thou washest thyself (you wash yourself); *nosotros nos lavamos*, we wash ourselves; *vosotros os lavais*, you wash yourselves. Thus, also, with an indirect object; as, *yo me lavo las manos*, I wash my hands (lit., I wash to myself the hands; see Foot-note 4, p. 63.)

3.—In the third person we have in Spanish a special reflexive form, *se*, which is the same for the masculine and feminine, singular and plural, direct and indirect object; as, *él (ella) se lava*, he (she) washes himself (herself); *ellos (ellas) se lavan*, they wash themselves; *ella se lava las manos*, she washes her hands (to herself the hands), etc. When *V.* or *Vds.* is the subject, the reflexive pronoun is also *se*; as, *V. se lava*, you wash yourself. As the object of a preposition, it has the form *sí*; as, *de sí*, of himself.

NOTE. 1.—*Mí*, *tí*, *sí* are contracted with the preposition *con* to *conmigo*, with me, *contigo*, with thee, *consigo*, with himself (herself or themselves).

2.—In the plural, the reflexive pronoun *se* is often used in the sense of *each other* or *one another*; as, *ellos se aman*, they love each other. But if the meaning is not sufficiently plain, we must add *el uno al otro* (or *los unos á los otros*) after the verb; as, *ellos se engañan*, they deceive themselves; *ellos se engañan el uno al otro*, they deceive each other.

4.—In Spanish, many verbs are used reflexively, the equivalents of which are not accompanied by a reflexive pronoun in English; as, *yo me alegro*, I rejoice, I am glad (lit., *I gladden myself*); *él se queja*, he complains, etc.

5.—As a recapitulation, we give the following paradigm:

(yo) me alegro		<i>I rejoice, I am glad</i>	
(tú) te alegras		<i>thou rejoicest</i>	
(él, ella) se alegra		<i>he (she) rejoices</i>	
V. se alegra		<i>you rejoice</i>	
(nosotros, -as) nos alegramos		<i>we rejoice</i>	
(vosotros, -as) os alegráis		<i>you rejoice</i>	
(ellos, -as) se alegran		<i>they rejoice</i>	
Vds. se alegran		<i>you rejoice</i>	
(yo) me he	} <i>alegrado</i>	<i>I have</i>	} <i>rejoiced, been glad</i>
(tú) te has		<i>thou hast</i>	
(él, ella) se ha		<i>he (she) has</i>	
V. se ha		<i>you have</i>	
(nosotros, -as) nos hemos		<i>we have</i>	
(vosotros, -as) os habeis		<i>you have</i>	
(ellos, -as) se han		<i>they have</i>	
Vds. se han		<i>you have</i>	

6.—As we have seen, the infinitive of a Spanish verb is not, as such, preceded by any “sign” corresponding to the English *to*; *to speak* is simply *hablar*; *to eat*, *comer*, etc. When the infinitive depends on another verb in the sentence, it is also, after certain verbs, used without a preposition; *espero partir mañana*, I expect to depart to-morrow. After other verbs, however, it must be preceded by a preposition, usually *de* or *á*; as, *ceso de trabajar*, I cease working (cease to work); *le he convidado á comer* I have invited him to dine. Here the preposition *de* or *á* must not be considered as a “sign” of the infinitive, but as being required by the verb on which the infinitive depends. We say, *ceso*

*de* trabajar, le he convidado á comer, because *cesar* requires the preposition *de* before a dependent infinitive, and *convidar* requires *á*, even as in English we say, *e. g.*, he insists *upon* going, and not, he insists *to* go, because *to insist* must be followed by the preposition *upon*.

An infinitive depending on nouns or adjectives is usually preceded by *de*; as, *no tengo tiempo de estudiar*, I have not (any) time to study; *esto es difícil de comprender*, this is difficult to understand.

NOTE.—As to whether any given verb is followed by an infinitive without a preposition, or by an infinitive preceded by *de* or *á*, etc., must be learned by practice or by consulting works of reference, such as the Grammar of the Spanish Academy, large dictionaries, etc. In the Appendix will be found lists of all verbs of frequent occurrence that are likely to be followed by an infinitive, and no verb will be followed by an infinitive in the English exercises which has not occurred in a Spanish exercise in a similar construction, by which the student may be guided.

7.—When a pronoun is the object of an infinitive, it is placed after and joined to it; as, *espero hallarle*, I hope to find him. If the infinitive is in the present perfect, the pronoun is joined to the auxiliary; as, *me alegro haberle hallado*, I am glad to have found him.

The pronoun-objects are placed after, and joined to, the present participle; as, *lo aprendemos estudiándolo*, we learn it (by) studying it. In the progressive form, however, the pronoun should be placed before *estar*; as, *lo estoy estudiando*, I am studying it, not *estoy estudiándolo*.

Pronouns suffixed to a verb do not affect the accent; we say *és-tōō-dĩ-àn-do*, therefore we must also say *és-tōō-dĩ-àn'-do-lo*, not *és-tōō-dĩ-àn-dō'lo*.

Reflexive verbs, or those that are used reflexively in the exercises, have the suffix *se* joined to the infinitive in the Vocabularies.

REMARKS. 1.—*Tener*, followed by *que* and an infinitive, means *to have to*, *to be obliged to*; as, *tengo que trabajar ahora*, I have to work now, must work now.

2.—*Haber*, followed by *de* and an infinitive, means *to be to, to be expected to*; as, *ha de llegar hoy*, he is to arrive to-day. *Tener que* implies more obligation than *haber de*.

3.—Instead of *tener que* and *haber de*, we may also use *deber*; as, *debo trabajar, debe llegar hoy*. (*To owe*, which is given as the meaning of *deber* in the Vocabulary to Lesson 10, is only one of its meanings. *Deber* corresponds to the French *devoir*, and must often be translated by *must, ought to*, etc. (See also L. 13, Remarks, 1.)

4.—*Acabar*, to finish, followed by *de* and an infinitive, forms an idiomatic expression, very frequently used in Spanish, which is best translated in English by *to have just*, with a past participle; as, *acaban de partir*, they have just departed; literally, *they finish of departing*.

5.—*Never* is translated by *jamás* or *nunca*, with *no* before the verb; as, *no he viajado nunca* (or *jamás*), I have never traveled. In a question, *jamás* without *no* is translated by *ever*; as, *¿ha estado V. jamás en Londres?* Have you ever been in London?

### DIRECTIONS AND QUESTIONS.

1.—Study Nos. 1, 2, 3, and the "Note." How are the Spanish pronouns of the first and second persons translated in English when they are used reflexively? What is the reflexive pronoun of the third person? How are *mí, tí, sí* contracted with the preposition *con*? In what sense is *se* often used in the plural?

2.—Study Nos. 4 and 5. Write the paradigm of *me alegro*, etc., in the present and present perfect tenses without consulting the book, and then compare it with the original.

3.—Study No. 6 and the "Note." Is the English *to*, simply as a sign of the infinitive, translated in Spanish? What word determines whether we are to use a preposition before a dependent infinitive? By what preposition is an infinitive usually preceded when it depends on a noun or an adjective?

4.—Study No. 7. Where is a personal pronoun placed when it is the object of an infinitive or present participle?

5.—Study the Remarks. What is the meaning of *tener* followed by *que*? Of *haber* followed by *de*? What verb may be used instead of *tener que* or *haber de*? How is *acabar de* best translated in English? How is *never* translated? What is the meaning of *jamás* in a question that does not contain a negative?

## VOCABULARY.

el madrugador, <i>the early riser</i>	convidar, <i>to invite</i>
el oficial, <i>the officer</i>	enojarse, <i>to get angry</i>
el ejército, <i>the army</i>	llamarse, <i>to call one's self, be</i>
el presidente, <i>the president</i>	<i>called; yo me llamo, I call</i>
el gobernador, <i>the governor</i>	<i>myself, my name is</i>
la cuenta, <i>the bill</i>	engañarse, <i>to deceive one's self,</i>
el comerciante, <i>the merchant</i>	<i>be mistaken</i>
la circunstancia, <i>the circum-</i>	acabar, <i>to finish</i>
<i>stance</i>	montar á caballo, <i>to ride on</i>
el abogado, <i>the lawyer</i>	<i>horseback</i>
el banquero, <i>the banker</i>	aconsejar, <i>to advise</i>
alegrarse, <i>to rejoice, be glad</i>	consultar, <i>to consult</i>
quejarse, <i>to complain</i>	jóven, <i>young; el jóven, the</i>
burlarse, <i>to make fun</i>	<i>young man</i>
lavarse, <i>to wash one's self</i>	aquél—éste. <i>the former—the</i>
pasearse, <i>to take a walk</i>	<i>latter</i>
levantarse, <i>to rise</i>	á menudo, <i>often</i>
acostumbrar, <i>to be accus-</i>	mañana, <i>to-morrow</i>
<i>tomed, to use</i>	nunca, <i>never</i>
expresarse, <i>to express one's</i>	jamás, <i>never</i>
<i>self</i>	pronto, <i>soon, quickly</i>
cesar, <i>to cease</i>	entre, <i>between</i>
embarcarse, <i>to go on board</i>	hasta, <i>until, to</i>
quedarse, <i>to remain</i> [(to)	bajo, <i>under</i>
casarse (con), <i>to get married</i>	como, <sup>1</sup> <i>like</i>

1. Me alegro<sup>2</sup> mucho hallarle á V. en casa. 2. ¿Porqué te quejas, Carlitos? 3. Me quejo, porque tengo que trabajar demasiado. 4. Tu amigo se burla de mí. 5. Federico, ¿porqué no te lavas las<sup>3</sup> manos? 6. Mi hermano se pasea

1. When not used interrogatively, *como, cuando, donde*, etc., are not accented.

2. See Foot-note, p. 171. 3. See Foot-note 4, p. 68.

muy á menudo en el Parque. 7. ¿ Á qué hora se levanta V. por la mañana ? 8. Acostumbro levantarme entre las cinco y las seis. 9. Es V. madrugador. 10. V. se expresa muy bien en español. 11. ¿ Cuándo se embarcan Vds. ? 12. Nos embarcamos mañana. 13. Sus primos de V. se han quedado con nosotros hasta esta tarde. 14. ¿ No se ha casado la sobrina de Don Pedro ? 15. Sí, señor, se ha casado con un oficial del ejército. 16. Los he convidado á comer con nosotros mañana. 17. Nuestro maestro no se enoja nunca (*or jamás*). 18. ¿ Cómo se llama V. ? 19. Me llamo Fernando Álvarez. 20. ¿ Ha llegado el presidente ? 21. Todavía no, pero ha de (*or debe*) llegar pronto. 22. El gobernador ha de llegar mañana. 23. ¿ No se engaña V. ? 24. ¿ Has estudiado tu lección ? 25. Acabo de estudiarla. 26. Tengo que pagar mi cuenta al comerciante. 27. Aquellos dos jóvenes se aman como hermanos. 28. Bajo estas circunstancias yo le aconsejo á V. consultar á su abogado. 29. ¿ Tiene él dinero consigo ? 30. No tiene más que dos pesos consigo. 31. ¿ Le gusta á V. montar á caballo ? 32. Me gusta mucho.

1. I rise at half-past seven in (translate *of*) the morning. 2. You are not an early riser. 3. Why do you make fun of me, Johnny ? 4. He never makes fun (makes fun never) of you, sir. 5. My sister was (trans., *has been*) very glad to find you at home. 6. We often take (take often) a walk in the Park. 7. I am accustomed to ride on horseback every day. 8. He always complains of the heat (*calor*). 9. That woman never ceases talking (*de hablar*). 10. How long do you remain at (translate *in the*) school ? 11. We remain

five hours at school. 12. Have those boys washed their<sup>1</sup> hands? 13. That officer's sister has just married a banker. 14. What is his name? 15. His name is Paul Vega. 16. You are mistaken, sir, he is not a banker, he is a lawyer. (See L. 4, 4.) 17. The president and the governor have departed, have they not? 18. The former has just departed, but the latter will remain (remains) here until to-morrow. 19. Charlie, you have to study your lesson now. 20. I am to receive a letter from my aunt to-day. 21. Why do you not pay your bill to the tailor? 22. I have just paid it. 23. Do you not like to receive letters from your friends? 24. Is not your uncle to go on board to-day? 25. He has already gone on board. 26. These girls love each other like sisters. 27. My sister has invited them to dine with us to-day. 28. That officer has become very (*mucho*) angry. 29. Do you advise me to depart under these circumstances? 30. Have you (any) money with you, John? 31. I have only five dollars with me.

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1. See Sentence 5 of the Spanish exercise to this lesson.



## LESSON 12.

1.—When a verb has two pronoun-objects, the indirect object precedes the direct one; as, *él me lo ha enviado*, he has sent it to me; *prometo enviartelo* (én-vĕ-är'tĕ-lo), I promise to send it to you.

When both objects are pronouns of the third person, the indirect one must always be changed to *se*, which may then mean *to him*, *to her*, *to them*, the meaning being determined by the context; as, *yo se lo* (for *le lo* or *les lo*) *he enviado*, I have sent it to him, to her, or to them; *¿no ha prometido V. enviarselo?* Have you not promised to send it to him (her or them)?

When, however, the context leaves any doubt as to the meaning of *se*, the verb must at the same time be accompanied by the corresponding pronoun as the object of *á*; as, *se lo he enviado á él* (*á ella*, *á ellos*, *á ellas*), I have sent it to him (to her, to them).

*Se* may also stand for *to you*, but then the verb must always be accompanied by *á V.* (or *á Vds.*); as, *se lo he enviado á V.*, I have sent it to you; unless the word *usted* has just occurred in the same sentence; as, *le prometo á V. enviarselo mañana*, I promise to send it to you to-morrow. However, if the context leaves any doubt as to the meaning of *se*, *usted* must be expressed with it, but then it need not be expressed with the first pronoun that stands for *you*; as, *le prometo enviarselo á V. mañana*.

*Le* and *les* are changed to *se* for the sake of euphony, to avoid the unpleasant sound of the combinations *le lo*, *les lo*, etc.

2.—For the sake of emphasis, the verb may, in all persons, be accompanied by the corresponding pronouns as

objects of the preposition *á* ; as, *me lo ha enviado á mí*, he has sent it *to me*. Often the prepositional phrase is placed before the verb ; as, *á mí me gusta montar á caballo*, I like to ride on horseback. But the pronoun that is the object of the verb must *always* be expressed ; in the above sentences we must not say, *lo ha enviado á mí*, or *á mí gusta montar á caballo* (without *me*).

NOTE.—When the pronouns are the direct objects of the verb, those added for emphasis are nevertheless preceded by *á*, because they refer to persons ; as, *me ha alabado á mí*, *pero no á él*, he has praised *me*, but not *him*.

3.—As we have seen, the English *self* in *myself*, *yourself*, etc., is not translated in Spanish, but implied in the reflexive use of the personal pronouns ; as, *él se lava*, he washes himself. For special emphasis, however, we repeat the pronoun with the preposition *á* and add the word *mismo*, which means *self* ; as, *él se alaba á sí mismo*, he praises *himself*.

NOTE.—*Mismo* stands also for *myself*, *himself*, etc., when it accompanies a noun or pronoun-subject ; as, *el gobernador mismo*, the governor himself ; *yo mismo*, I myself.

*Mismo* is also used in the sense of *same* ; as, *el mismo libro*, the same book. Its feminine and plural are formed like those of adjectives, *misma*, *misimos*, *misimas*. It has also a neuter form, *lo mismo*, which is used without reference to any particular noun ; as, *es todo lo mismo*, it is all the same (“just as good,” “makes no difference”).

## DIRECTIONS AND QUESTIONS.

1.—Study No. 1. Which of two pronoun-objects of a verb is placed first ? When is the indirect object changed to *se* ? Give the different meanings that *se* may have ; when so used ? What is done when its meaning is not sufficiently determined by the context ? What is added when *se* stands for *to you* ?

2.—Study No. 2. How are the pronoun-objects emphasized ?

3.—Study No. 3, and the “Note.” Give the different meanings of *mismo*, and explain its use.

## VOCABULARY.

la costurera, <i>the dressmaker</i>	permitir, <i>to allow, permit,</i> <i>give permission</i>
el mozo, <i>the lad, young servant, waiter</i>	bajar, <i>to go or come down</i> (down-stairs)
el boticario, <i>the apothecary</i>	llevar, <i>to take, carry</i> [ <i>send</i> ]
el teatro, <i>the theater</i>	mandar, <i>to order, command,</i>
la boleta <i>or</i> el billete, <i>the ticket</i>	prestar, <i>to lend</i>
el secretario, <i>the secretary</i>	rehusar, <i>to refuse</i>
el ministro, <i>the minister</i> (of the crown)	prometer, <i>to promise</i>
la lengua, <i>the language</i>	regalar, <i>to give, present</i>
el idioma, <i>the language</i>	afeitar, <i>to shave</i>
la ciencia, <i>the science</i>	posible, <i>possible</i>
el padrino, <i>the godfather</i>	natural, <i>natural</i>
la madrina, <i>the godmother</i>	magnífico, <i>magnificent, splendid</i>
el profesor, <i>the professor</i>	mismo, <i>self, same</i>
el barbero, <i>the barber</i>	por supuesto, <i>of course</i>
la condesa, <i>the countess</i>	

1. ¿Te ha permitido tu mamá bajar al (*into the*) jardín?
2. Sí, señor, me lo ha permitido. 3. ¿Le ha enviado á V. el vestido la costurera?
4. Me lo ha enviado esta tarde. 5. ¿Le ha mandado (*ordered*) V. al mozo llevar las cartas al correo?
6. Se lo he mandado. 7. ¿Le ha prestado á V. aquellos libros su vecino, el boticario?
8. No, señor, ha rehusado prestarmelos. 9. ¿Es posible?
10. Don Enrique les ha prometido á Vds. llevarlos<sup>1</sup> al teatro, ¿no es verdad?
11. Sí, señora, nos lo ha prometido. 12. ¿Les ha enviado V. las boletas á sus primas?
13. Acabo de enviarselas. 14. ¿Le ha hablado V. al secretario del ministro?
15. Le

1. *To take you (plur.). Ustedes having already occurred in the same sentence, it need not be repeated here.*

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he hablado al ministro. 16. ¿Le gusta á V. estudiar idiomas (or lenguas)? 17. ~~Á mí me gusta mucho, pero á mi hermano le gustan más las ciencias naturales.~~ 18. ¿Qué muñecas tan grandes y magníficas! ¿Quién se las ha regalado á Vds.? 19. Nuestra madrina nos las ha regalado. 20. ¿Le ha convidado V. al profesor? 21. Por supuesto, le he convidado á él y á su esposa. 22. ¿Qué barbero le afeita á V.? 23. Me afeito yo mismo.

1. Have you received your new dress? 2. The dress-maker has not sent it to me yet. 3. Who has given you permission (has permitted you) to come down-stairs? 4. The teacher has given us permission (has permitted it to us). 5. Who has ordered the lad to buy these new gloves? 6. The young lady has ordered him (translate *has ordered it to him*). 7. Charlie, have you sent the ticket to your teacher? 8. I have taken it to her myself (*yo mismo*). 9. Has the banker promised to lend the money to your husband? 10. He has already lent it to him. 11. Has not the professor promised to lend us the first volume of that work? 12. Have you spoken to the minister? 13. I have spoken to his secretary; is not that just as good (is it not the same)? 14. Of course, it is all the same. 15. Do you like to ride on horseback? 16. *I* like it very much, but my friend likes better (*más*) to take a walk. 17. What splendid horses! (See L. 7, 3). Who has sold them to you? 18. Who has presented that watch to your little cousin? 19. His godfather has presented it to him. 20. Have you not both (translate *have not you two*) the same godfather?

21. Have you not invited the countess N.? 22. I have invited her and her sister.

## LESSON 13.

### IMPERFECT TENSE.

1.—The *Imperfect Tense* is formed by adding *aba* to the stem, for the first conjugation, and *ia* for the second and third conjugations. It is conjugated as follows:

hablaba, <i>I spoke</i>	comia, <i>I ate</i>
hablabas, <i>thou spokest</i>	comias, <i>thou atest</i>
hablaba, <i>he spoke</i>	comia, <i>he ate</i>
hablábamos, <i>we spoke</i>	comíamos, <i>we ate</i>
hablabais, <i>you spoke</i>	comíais, <i>you ate</i>
hablaban, <i>they spoke</i>	comían, <i>they ate</i>

### Endings.

	1st Conj.	2nd and 3rd Conj.
vivia, <i>I lived</i>	aba	ia
vivias, <i>thou livedst</i>	abas	ias
vivia, <i>he lived</i>	aba	ia
vivíamos, <i>we lived</i>	ábamos	íamos
vivíais, <i>you lived</i>	ábais	íais
vivían, <i>they lived</i>	aban	ían

The pronunciation is as follows: *à-blä'bà, à-blä'bàss, à-blä'bà, à-blä'bà-moss, à-blä'biss, à-blä'ban; ko-mē'à, ko-mē'àss, ko-mē'à, ko-mē'à-moss, ko-mē'iss, ko-mē'àn; vī-vē'à, vī-vē'àss, vī-vē'à, vī-vē'à-moss, vī-vē'iss, vī-vē'àn.*

2.—There are, in Spanish, two tenses that correspond to the English *Past*, namely, the *Imperfect* and the *Preterite*.

The *Imperfect* is used :

a When we speak of an action or event as going on at the time that some other action or event took place, in which case we may, in English, use the progressive form; as, *miéntras yo aprendía mi lección, él copiaba la carta*, while I learned (was learning) my lesson, he copied (was copying) the letter. But in Spanish also the progressive form is often used; as, *miéntras yo estaba aprendiendo mi lección, él estaba copiando la carta*.

b.—In speaking of something customary, when, in English, we may employ the expression *used to*; as, *cuando vivía en el campo, me levantaba temprano*, when I was living in the country, I rose (used to rise) early.

c. Whenever we speak of anything that must be considered as a state or condition, or a continued action, rather than as a certain special occurrence, or when we *describe* anything; here, also, the progressive form may often be employed; as, *yo esperaba* (or *estaba esperando*) *llegar temprano*, I hoped to arrive soon; *le debía cuatro pesos*, I owed him four dollars; *cuando yo era joven*, when I was young; *el abogado hablaba muy bien*, the lawyer spoke very well (continued action); *el cuarto tenía tres ventanas*, the room had three windows (description).

The formation and use of the *Preterite* will be the subject of the next lesson, where also some further remarks will be found on the use of the *Imperfect*.

3.—The *Past Perfect* or *Pluperfect* (*pluscuamperfecto*) is formed by means of the imperfect of *haber* and the past participle of the principal verb and is used as in English; as, *yo no había estado nunca en el Parque hasta esta tarde*, I had never been in the Park until this evening.

4.—*Estar*, *tener*, and *haber* form their imperfect like regular verbs. The imperfect of *ser* is irregular and is conjugated as follows :

era, *I was*  
 eras, *thou wast*  
 era, *he was*

éramos, *we were*  
 érais, *you were*  
 eran, *they were*

REMARKS. 1.—The imperfect of *deber* is used in the sense of *should, ought to*; as, *debias estudiar tu leccion*, you ought to study your lesson. But, as we have seen in an example under No. 2, *c, debia* is also used in the sense of *I owed*.

2.—*Ni—ni*, neither—nor (see Vocabulary), must be accompanied by *no* placed before the verb; as, *él no bebe ni vino ni cerveza*, he drinks neither wine nor beer; unless *ni* precedes the verb, in which case *no* is not used; as, *yo ni bebo ni fumo*, I neither drink nor smoke.

### DIRECTIONS AND QUESTIONS.

1.—Study No. 1. How is the Imperfect Tense formed? Write the conjugations of the Imperfect of *hablar*, *comer*, and *vivir* without consulting the book and then compare them with the original. Commit them to memory so as to be able to recite them readily. Write the Imperfect of *trabajar*, *vender*, and *recibir*.

2.—Study No. 2. Which tenses correspond to the English *past* tense? When is the Imperfect used in Spanish? Give an example under each head.

3.—Study Nos. 3 and 4. How is the Past Perfect formed? Write the Imperfect of *ser* and after comparing it with the original, commit it to memory.

4.—Study the Remarks. Give the different meanings of the Imperfect of *deber*. When is *ni—ni* preceded by *no*?

### VOCABULARY.

el ejercicio ( <i>ě-hě'r-thě'thío</i> ), the exercise	el hotel, the hotel
el condiscípulo, the schoolmate	el huésped, the guest; la
el general, the general	casa de huéspedes, the boarding-house
	el aire, the air

el baston, <i>the cane</i>	entónces, <i>then</i>
Alejandro, <i>Alexander</i>	por lo regular, <i>usually</i>
Felipe, <i>Philip</i>	ánten, <i>before, formerly</i>
copiar, <i>to copy</i>	ánten de, <i>before, (prep.)</i>
escribir, <i>to write</i>	despues, <i>afterwards</i>
bailar, <i>to dance</i>	despues de, <i>after (prep.)</i>
alojarse, <i>to lodge, have rooms</i>	durante, <i>during</i>
desear, <i>to wish</i>	miéntras, <i>while</i>
equivocarse, <i>to be mistaken</i>	como, <i>as</i>
fresco, <i>fresh</i>	ni—ni, <i>neither—nor</i>
temprano, <i>early</i>	

1. ¿ Á qué hora se levantaba V., cuando estaba en el campo ? 2. Me levantaba por lo regular entre las cuatro y las cinco. 3. Miéntras tú estudiabas tu leccion, yo copiaba este ejercicio. 4. Don Alejandro y yo éramos condiscípulos. 5. ¿ No fuma V. ? 6. Ánten fumaba mucho, pero ahora ya no fumo. 7. ¿ Cuándo acostumbraba V. estudiar sus lecciones en el invierno ? 8. Las estudiaba por la noche, despues de cenar. 9. V. debia siempre estudiar bien la leccion ánten de escribir los ejercicios. 10. ¿ Cómo pasaban Vds. el tiempo en el campo ? 11. Nos paseábamos mucho durante el dia, y por la noche mis primas tocaban el piano, mi hermana cantaba, y despues bailábamos. 12. ¿ No comia V. en un hotel, cuando (V<sup>1</sup>) residia en la ciudad ? 13. Como me alojaba en una casa de huéspedes, comia por lo regular en casa. 14. Debian Vds. tambien tomar el aire fresco, paseándose en el campo como nosotros. 15. Yo deseaba mucho hablar á su papá de V. ánten de partir.

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1. As there is no danger of a misunderstanding, this *usted*, being in such close proximity to the preceding one, is better omitted here.



16. ¿ Ha hallado V. su baston, Don Felipe? 17. No lo habia perdido. 18. ¿ Entónces era su paráguas? 19. V. se equivoca (*or se engaña*), yo no habia perdido ni el baston, ni el paráguas.

1. When I was in the country, I usually rose (rose usually) very early. 2. While you were copying your exercise, I was studying my lesson. 3. (Mr.) Alexander and (Mr.) Philip were schoolmates. 4. Does Miss Elizabeth not dance? 5. She formerly danced a great deal, but now she does not dance (any more). 6. When did you use (*acostumbrar*) to write your exercises during the summer? 7. I wrote them early in the morning (in the morning early). 8. You ought to have taken the fresh air in the morning before studying or writing (see p. 49, 3, Note). 9. I took a walk after having (*despues de haber*) studied my lessons. 10. Did you live in a hotel or in a boarding house? 11. I had rooms (*me alojaba*) in a hotel, but I dined with (*en casa de*) my cousins (fem.) 12. How did they pass the time in the evening? 13. They sang and played the piano and afterwards danced. 14. Did you sing? 15. I neither sing nor play. 16. I wished very much<sup>1</sup> to invite my nieces to spend a week or two with us. 17. Had you not lost your umbrella? 18. No, sir, it was<sup>2</sup> my cane, but I have found it; it was<sup>2</sup> in my room.

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1. See Foot-note 1, p. 63.

2. Observe that the first *was* designates the nature of the article, the second speaks of the accident of its being in a certain place; see Lesson 4, 1.

## LESSON 14.

## THE PRETERITE.

1.—The *Preterite* is formed by adding to the stem the letter *é* for the first conjugation, and *í* for the second and third conjugations. It is conjugated as follows :

hablé, <i>I spoke</i>	comí, <i>I ate</i>
hablaste, <i>thou spokest</i>	comiste, <i>thou atest</i>
habló, <i>he spoke</i>	comió, <i>he ate</i>
hablámos, <i>we spoke</i> [ <i>spoke</i> ]	comimos, <i>we ate</i>
hablasteis ( <i>à-blàs'těs</i> ), <i>you</i>	comisteis ( <i>ko-měs'těs</i> ), <i>you ate</i>
hablaron, <i>they spoke</i>	comieron ( <i>ko-měā'ron</i> ), <i>they ate</i>

## Endings.

	1st Conj.	2nd and 3rd Conj.
viví, <i>I lived</i>	é	í
viviste, <i>thou livedst</i>	aste	iste
vivió, <i>he lived</i>	ó	ió
vivímos, <i>we lived</i>	ámos	imos (ímos)
vivisteis ( <i>vě-věs'těs</i> ), <i>you lived</i>	asteis	isteis
vivieron ( <i>vě-věā'ron</i> ), <i>they lived</i>	aron	ieron

NOTE.—In the first person plural of the first and third conjugations, an accent is placed on the first vowel of the ending, to distinguish the preterite from the present tense. As this accent does not affect the pronunciation, the context must show, in speaking, whether we refer to present or past time.

2.—The *Preterite* is used in relating any special action or occurrence, entirely completed in past time, without reference to the present, and without any idea of continuity, customary action, or description ; as, *mi amigo partió ayer*,

my friend departed yesterday ; *el general llegó á las cinco*, the general arrived at five o'clock ; *muy bien, respondió*, etc., very well, he answered, etc.

When a continuous action or state is interrupted by another action or event, the latter (*i. e.*, the interrupting one) is put in the preterite, while the former is in the imperfect ; as, *él estudiaba* (or *estaba estudiando*) *su lección, cuando su maestro llegó*, he was studying his lesson when his teacher arrived ; or, *cuando entré, él estaba estudiando*, when I entered, he was studying.

3.—The preterite of *haber* is formed in an irregular manner and conjugated as follows :

hube, <i>I had</i>	hubimos, <i>we had</i>
hubiste, <i>thou hadst</i>	hubisteis, <i>you had</i>
hubo, <i>he had</i>	hubieron, <i>they had</i>

The preterite of *haber* is used, with the past participle of a verb, to form what is called the *Preterito Anterior*, which, the same as the Pluperfect, corresponds to the English Past Perfect, but is employed only after certain conjunctions, such as *luego que* or *así que*, as soon as, etc., which are used in introducing an event that took place *immediately* before another event ; as, *luego que hubo comido, partió*, (just) as soon as he had dined, he departed.

*Tener*, *estar*, and *ser* are also irregular in the preterite, but their irregularities will be learned with the other irregular verbs in a subsequent lesson. Until then, they will not be used in the preterite in the exercises.

4.—The following *Recapitulation* on the use of the tenses will aid the student to a better understanding of this subject :

*a.* Use the *Present Perfect* (*he hablado*, etc.) whenever the same tense is used in English, and also when referring to a

period of time that has not yet entirely gone by, such as *to-day*, *this week*, etc.

On the use of the *Present* for the *Present Perfect*, see L. 9, 2.

b. Use the *Imperfect* (*hablaba*, etc.) whenever the progressive form (*I was speaking*) or the expression *used to* is, or might be, employed in English, and in *describing* anything.

c. Use the *Preterite* (*hablé*, etc.) in relating any action or event in regard to which none of the conditions exist that would demand the use of either the *Present Perfect* or the *Imperfect*.

If the beginner is in doubt as to whether he should use the *Imperfect* or the *Preterite*, it is safer to use the *Imperfect*.

A knowledge of these general rules will be amply sufficient for the purposes of every-day life. Frequently, the use of one tense or the other is merely a matter of taste, or the distinction is of so great a nicety that a beginner would never be expected to observe it. As the student advances, a little attentive observation in his reading will soon render him familiar with the use of the tenses.

5.—When the verb begins a sentence (or after *and*), the pronoun-objects are sometimes suffixed to it, especially to the *preterite*; as, *pagóme la cuenta*, he paid me the bill, instead of *me pagó la cuenta*. But, as a rule, the pronoun should be placed before the verb.

On the place of the pronouns as objects of an infinitive or participle, see L. 11, 7.

6.—Adverbs are formed from adjectives by adding *mente*; as, *cortés*, polite, *cortesmente*, politely. If the adjective changes in the feminine, *mente* is added to the feminine form; as, *magníficamente*, magnificently, splendidly.

7.—The preposition *on* before the names of the days of the week (*on Sunday*, etc.) is not translated in Spanish, but

the names are preceded by the definite article ; as, *el domingo*, on Sunday, *el lunes*, on Monday, etc.; also, *el primero de julio*, on the first of July, etc.

### DIRECTIONS AND QUESTIONS.

1.—Study No. 1. How is the Preterite formed ? Write the conjugations of the Preterite of *hablar*, *comer*, and *vivir* without consulting the book, and then compare them with the original. Write the Preterite of *trabajar*, *vender*, and *recibir*. How is the first person plural of the Preterite distinguished from the present tense ?

2.—Study No. 2. When is the Preterite used ?

3.—Study No. 3. Write the Preterite of *haber* without consulting the book, and then compare it with the original. How is the *Preterito Anterior* formed ? When is it used ?

4.—Study No. 4. In what tense should each of the italicized verbs be put in the following sentences: (1) Will you not have dinner with us ? Thank you, *I have dined*. (2) *Have you not seen* your friend ? (3) I *saw* him to-day. (4) Here we dine at six, but in the country we *dined* at one. (5) I *dined* at a French restaurant yesterday. (6) When I *entered*, there *were* a great many people in the room ; some *dined*, others *drank* coffee, etc.

5.—Study Nos. 5, 6, and 7. How are adverbs formed from adjectives ? How do you translate *on Tuesday*, *on Wednesday*, *on the second of May* ?

### VOCABULARY.

la invitacion, *the invitation*  
 el forastero, *the stranger*  
 el extranjero, *the foreigner*  
 el ruido (*röö-é'do*), *the noise*  
 el banco, *the bench*  
 la piedra, *the stone*  
 la palabra, *the word*

la lástima, *the pity*  
 el músico, *the musician*  
 el capitán, *the captain*  
 la muerte, *the death*  
 el rey, *the king*  
 la reina, *the queen*  
 el trabajo, *the work*

el baile, <i>the ball</i>	regresar, <i>to return</i>
el sofá, <i>the sofa</i>	pobre, <i>poor</i>
el pianista, <i>the pianist</i>	pasado, <i>past</i> ; la semana pasada, <i>last week</i>
Guillermo, <i>William</i>	sentado, <i>seated, sitting</i>
aceptar, <i>to accept</i>	próximo, <i>next</i>
preguntar, <i>to ask</i>	ayer ( <i>i-ār'</i> ), <i>yesterday</i>
responder, <i>to answer</i>	antes de ayer or anteayer, <i>the day</i> <i>before yesterday</i>
asustar, <i>to frighten</i>	anoche, <i>last evening</i>
señalar, <i>to appoint</i>	antes de anoche or antenoche, <i>evening before last</i>
entrar, <i>to enter</i>	tarde, <i>late</i>
hallarse, <i>to find one's self,</i> <i>to be</i>	á tiempo, <i>in time</i>
marcharse, <i>to go away</i>	luego que, <i>as soon as</i>
romper, <i>to break</i>	
excusar, <i>to excuse</i>	

1. Convidé al conde ayer á comer en mi casa (*with me*), y él aceptó mi invitacion. 2. Preguntéle al forastero de donde era, y me respondió que era de Chile. 3. ¡Entonces era extranjero! 4. Aquel ruido en la calle la asustó á mi pobre abuela. 5. Á la hora señalada el abogado entró en mi cuarto. 6. ¿Cuándo se casó su sobrina de V.? 7. Se casó el mes pasado. 8. Cuando Guillermo llegó, su amigo se hallaba en el jardín, sentado en un banco de piedra. 9. Mientras yo le estaba escribiendo, él mismo llegó. 10. El oficial se enojó y marchóse sin responder palabra.<sup>1</sup> 11. Anoche nuestro tío nos llevó al teatro, como nos lo<sup>2</sup> habia prometido. 12. ¿Cuándo le escribió V. á su maestro? 13. Le escribí el juéves pasado. 14. Anteayer el

1. "A word," the article being understood in Spanish.

2. Lo, it, is often used idiomatically in Spanish, where it is superfluous in English; "as he had promised it to us," i. e., to take us to the theater; translate, *as he had promised us*.

padre de aquel pobre muchacho se rompió el brazo. (See Foot-note 4, p. 63.) 15. ¿Que lástima! 16. ¿Dónde aprendieron Vds. el español? 17. Lo aprendimos en España. 18. Los músicos llegaron muy tarde, pero se excusaron cortesmente y prometieron llegar á tiempo la próxima vez. 19. ¿Le han hablado Vds. al capitán? 20. Le hablamos ántes de anoche. 21. Despues de la muerte de su padre el señor Dubois y su hermana regresaron á Francia. 22. El rey y la reina llegaron á las diez de (trans. in) la mañana y partieron media hora<sup>3</sup> despues. 23. Luego que hubo acabado su trabajo, mi amigo se marchó.

\* 1. The count has invited you to the ball, has he not? 2. He invited me the day before yesterday, and I accepted his invitation. 3. What did that stranger ask you? 4. He asked me where the post-office was. 5. He must (*debe*) be a<sup>4</sup> foreigner, as (*como*) he does not speak Spanish very well (very well the Spanish). 6. At the appointed hour the two officers entered his house (translate *in his house*). 7. When they entered (in) his room, he was seated on (*en*) the sofa, with a book in his hand. (See Foot-note 4, p. 63.) 8. These bad<sup>5</sup> boys frightened my poor grandfather's horse. 9. When did you get married? 10. I was married last winter. 11. Did you ask the general, as I (had) ordered you? 12. Yes, sir, and he became angry and did not answer me a<sup>4</sup> word. 13. Did you speak politely to him? 14. Yes, sir,

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1. "What a pity!" the article being understood in Spanish.

2. Here, the idea is not that of being *engaged* in the study, but of the *one achievement* of learning it, hence the Preterite.—*El español*, Spanish; in speaking of learning a language, we use the definite article; compare Foot-note 1, p. 61.

3. "Half an hour," the article being understood in Spanish.

4. Omit the article in Spanish.

5. Put the adjective before the noun here.

very politely. 15. Last night<sup>1</sup> I took my sons to the Fifth Avenue Theater, as I had promised (to<sup>3</sup>) them. 16. When did that poor young man break his arm (break to himself the arm)? 17. Where did you learn French? 18. I learned it in Paris. 19. Did the pianist arrive in time? 20. No, sir, he arrived too (trans. *very*) late. 21. After the death of his brother, our cousin William returned to (*á*) England. 22. The governor arrived yesterday at half-past nine in (*de*) the morning and departed at two in the afternoon. 23. Did you speak to him? 24. I spoke to him as soon as he had arrived.

## LESSON 15.

## THE FUTURE.

1.—The Spanish language has not any auxiliary corresponding to the English *shall* or *will*; the *Future* is formed by simply adding *é* to the infinitive, and is conjugated as follows :

hablaré, <i>I shall</i>	} speak	comeré, <i>I shall</i>	} eat
hablarás, <i>thou wilt</i>		comerás, <i>thou wilt</i>	
hablará, <i>he will</i>		comerá, <i>he will</i>	
hablaremos, <i>we shall</i>		comeremos, <i>we shall</i>	
hablareis, <i>you will</i>		comereis, <i>you will</i>	
hablarán, <i>they will</i>		comerán, <i>they will</i>	

1. Translate *anoche*, last evening; *la noche pasada* would mean, *during the night*.

2. *Prometer* has an indirect object; we say in Spanish, *él les prometió*, he promised to them.



## Endings.

(Added to the Infinitive.)  
For all Conjugations.

viviré, <i>I shall</i>	} <i>live</i>	é
vivirás, <i>thou wilt</i>		ás
vivirá, <i>he will</i>		á
viviremos, <i>we shall</i>		emos
vivireis, <i>you will</i>		eis
vivirán, <i>they will</i>		án

2.—*Haber* is irregular in the future, inasmuch as the *e* is dropped from the infinitive ending; as, *habré, habrás, habrá, habremos, habreis, habrán*.

By means of the future of *haber* and the past participle of a verb we form the *Future Perfect (Futuro Anterior)*; as, *habré hablado*, I shall have spoken; *habrá comido*, he will have eaten.

3.—The Future and Future Perfect are often used in Spanish to express a supposition; as, ¿ *Dónde está su hermano de V.?* *Estará en su cuarto*; where is your brother? I suppose he is (literally, *he will be*) in his room. ¿ *Porqué no me ha enviado aquel libro?* *Lo habrá olvidado*; why has he not sent me that book? I suppose he has forgotten it (literally, *he will have forgotten it*).

4.—*Ó*, or, is changed to *ú* before a word beginning with *o* or *ho*; as, *siete ú ocho*, seven or eight; *mujer ú hombre*, woman or man.

## DIRECTIONS AND QUESTIONS.

1.—Study No. 1. How is the Future formed? Write the conjugations of the Future of *hablar, comer, and vivir* without consulting the book and then compare them with the original.

2.—Study No. 2. How is the Future of *haber* formed? How is the Future Perfect formed?

3.—Study No. 3. Translate: (1) *I suppose he is studying his lesson.*  
 (2) *I suppose his uncle has not arrived yet.*

4.—Study No. 4. When is *ó* changed to *ú*?

## VOCABULARY.

la comida, <i>the dinner</i>	mencionar, <i>to mention</i>
el asunto, <i>the subject</i>	causar, <i>to cause</i>
el inconveniente, <i>the objection</i>	acompañar, <i>to accompany</i>
el mediodía, <i>the midday, noon</i>	junto, <i>together</i>
el yerno or hijo político, <i>the son-in-law</i>	seguro, <i>sure</i>
la nuera or hija política, <i>the daughter-in-law</i>	mañana por la mañana, <i>to-morrow morning</i>
el pleito, <i>the law-suit</i>	mañana por la noche, <i>to-morrow evening</i>
la duda, <i>the doubt</i>	pasado mañana, <i>the day after to-morrow</i>
el tendero, <i>the store-keeper</i>	así, <i>so, thus</i>
el billete, <i>the note</i>	aun ( <i>à-óon'</i> ), <i>yet</i>
la presencia, <i>the presence</i>	tal vez, <i>perhaps</i>
la sorpresa, <i>the surprise</i>	quizá or quizás, <i>perhaps</i>
la familia, <i>the family</i>	cuanto ántes, <i>as soon as possible</i>
el concierto, <i>the concert</i>	ahora mismo, <i>just now, this very moment</i>
procurar, <i>to try</i>	si, <i>if</i>
ganar, <i>to win</i>	no obstante, <i>nevertheless</i>
continuar, <i>to continue</i>	¡Hombre! (Interjection) <i>oh!</i>
principiar, <i>to begin</i>	indeed! <i>is that so?</i>
guardarse, <i>to guard one's self, to be careful</i>	

1. Después de la comida le hablaré á V. de ese asunto.
2. Me quedaré hasta mañana por la mañana, si V. no tiene inconveniente.
3. ¿Cuándo acabarás tu trabajo?
4. Procuraré acabarlo ántes del mediodía.
5. ¿Llegará pronto su

verno de V. ? 6. No llegará hasta el domingo próximo. 7. ¿ Dónde comerá V. mañana ? 8. Mañana comeré en el hotel frances ú otro hotel cerca de mi casa, pero pasado mañana mis primos, mi hermano y yo comeremos todos juntos en casa de (*at the house of*, trans. *with*) nuestros abuelos (see the foot-note on p. 36). 9. Caballeros, ¿ qué tomarán Vds. ? 10. Yo tomaré una taza de café con leche ; y tú, Manuel, ¿ qué tomarás ? 11. ¿ Espera V. ganar ese pleito ? 12. Por supuesto que sí,<sup>1</sup> lo ganaré sin duda. 13. Si Vds. continúan estudiando así, Vds. aprenderán el español muy pronto. 14. ¿ Cuándo principiarán Vds. á estudiar el aleman ? 15. No principiaremos hasta el mes próximo. 16. ¿ Cuánto tiempo se quedarán aquí Dn. Fernando y su esposa ? 17. Espero que se quedarán dos ó tres semanas. 18. El tendero no me ha pagado aun (*or* todavía). 19. ¡ Hombre ! no habrá tenido el dinero. 20. Tal vez (*or* quizá) el banquero no se lo habrá prestado. 21. Estoy seguro que le pagará á V. cuanto ántes. 22. Le escribiré al profesor ahora mismo. 23. ¿ Ya habrá recibido V. mi billete ? 24. Acabo de recibirlo. 25. Yo me guardaré de no mencionar esto en presencia de Dn. Fernando. 26. Esta noticia causará gran sorpresa á toda la familia. 27. Luego que habré acabado, te acompañaré.

1. How long will you remain here ? 2. I shall remain here until the day after to-morrow. 3. When will your niece get married ? 4. She will get married on the fifth of May (see L. 14, 7). 5. When will you begin to study

1. Literally, *of course that yes*, i. e., it is a matter of course that I shall, etc.; translated simply by *of course*. But it would be equally correct to say *por supuesto* alone, without the *que sí*.

Spanish (the Spanish)? 6. I shall not begin until the fall. 7. Will you not invite the professor? 8. I have already invited him. 9. Have you won your lawsuit? 10. Not yet (*aun no* or *todavía no*); nevertheless, I shall try to pay you soon. 11. He will be careful (will guard himself) not to mention this in your presence. 12. My brother will lend you that money as soon as possible. 13. To-morrow morning we shall rise very early. 14. Has your daughter-in-law arrived? 15. She has just arrived. 16. If you have no objection (if you not have objection), we shall invite her to accompany us to the concert to-morrow night. 17. When will your parents depart? 18. They will not depart until Friday or Saturday (translate, *the Friday or the Saturday*), and perhaps they will remain here until (the) next week. 19. The professor has not yet sent me the book. 20. I suppose he has forgotten it. 21. I shall write him a note this very moment, and without doubt he will send it to you to-morrow. 22. As soon as I have (trans. *shall have*) finished this work, I shall continue my Spanish lessons (trans. *lessons of Spanish*).

## LESSON 16.

## THE PRESENT AND PRESENT PERFECT OF THE SUBJUNCTIVE, AND THE IMPERATIVE.

1.—The present of the *Subjunctive* is formed by adding the letter *e*, to the stem, for the first conjugation, and *a* for the second and third conjugations. It is conjugated as follows:

			Endings.	
			1st Conj.	2nd and 3rd Conj.
hable	coma	viva	e	a
hables	comas	vivas	e	a
hable	coma	viva	es	as
hablemos	comamos	vivamos	e	a
hableis	comais	vivaís	emos	amos
hablen	coman	vivan	eis	aís
			en	an

NOTE.—For the English translation of the present subjunctive see No. 3, below.

2.—The present subjunctive of *haber* is formed in an irregular manner; viz., *haya* (ä'yà), *hayas*, *haya*, *hayamos* (ä-yä'moss), *hayais* (ä-yiss'), *hayan* (ä'yàn).

By means of the present subjunctive of *haber* and the past participle of the principal verb, we form the *Present Perfect of the Subjunctive*; as, *haya hablado*, *hayas hablado*, *haya hablado*, etc.

3.—The Subjunctive is the mood expressing possibility and uncertainty, while the indicative expresses reality and certainty. The present and present perfect of the subjunctive are used especially:

a. After verbs expressing a wish, fear, hope, doubt, command, permission, etc.; as, *deseo que mi hijo aprenda el español*, I wish that my son would learn Spanish; *¿no teme V. que su sobrino gaste demasiado dinero?* Do you not fear that your nephew may spend too much money?

b. After impersonal expressions; as, *es menester que yo le escriba*, it is necessary that I should write to him.

c. After compound conjunctions ending with *que*, such as *á fin de que* or *para que*; in order that, *con tal que*, provided that, *aunque*, although, etc.; as, *le he regalado una muñeca á la niñita, á fin de que se calle*, I have given a doll to the little girl, in order that she may keep still; *no se levantará, aunque le llame*, he will not rise, although (or even if) I call him; also after *cuando*; as, *el maestro te alabará cuando hayas estudiado tu leccion*, the teacher will praise you, when you have studied your lesson.

However, when we speak of a positive fact, we must use the indicative; as, *no se levanta, aunque le llamo cada mañana*, he does not rise, although I call him every morning; *el maestro alaba á los discípulos, cuando han estudiado bien sus lecciones*, the teacher praises the scholars, when they have studied their lessons well.

The English present or present perfect of the subjunctive after *if* is always translated in Spanish by the indicative; as, if you *be* diligent, the teacher will praise you, *si eres aplicado, el maestro te alabará*.

As will be seen by the above examples, the present subjunctive is translated in English either by the indicative or by the potential with *may*, *would*, or *should*, according to the nature of the sentence. It is therefore impossible to give an English equivalent in the paradigms which would answer in all cases.

The proper use of the subjunctive is largely a matter of practice, acquired by attentive reading and through conversation.

4.—The *Imperative Mood* has a special form only in the second person singular and plural ; viz. :

habla (tú), <i>spea</i> k (thou)	come, <i>ea</i> t (thou)
hablad (vosotros), <i>spea</i> k (you)	comed, <i>ea</i> t (you)

#### Endings.

vive <i>live</i> (thou)	1st Conj.	2nd Conj.	3rd Conj.
vivid <i>live</i> (you)	a	e	e
	ad	ed	id

Observe that the second person singular of the imperative has the same form as the third person singular of the present indicative, and the second person plural is formed by changing the *r* of the infinitive to *d*.

The other persons of the imperative are taken from the subjunctive ; as,

hable, coma, viva (él or ella), *let him or her spea*k, *ea*t, *live*  
 hable V., coma V., viva V., *spea*k, *ea*t, *live* (you)  
 hablemos, comamos, vivamos (nosotros), *let us spea*k, *ea*t, *live*  
 hablen, coman, vivan (ellos or ellas), *let them spea*k, *ea*t, *live*  
 hablen Vds., coman Vds., vivan Vds., *spea*k, *ea*t, *live* (you)

When the sentence is negative, the second person, also, is borrowed from the subjunctive ; as,  
 no hables (tú), no comas, no vivas, *do not spea*k, *ea*t, *live* [*live*  
 no habéis (vosotros), no comáis, no viváis, *do not spea*k, *ea*t,

NOTE.—The personal pronouns are expressed in the imperative only when a special emphasis rests on them. *V.* and *Vds.*, however, must always be expressed, except when two imperatives follow each other closely, in which case *V.* or *Vds.* is expressed but once ; as, *déjame V. hablar y no me interrumpa*, let me speak and do not interrupt me.

5.—The pronoun-objects are suffixed to the imperative ; as, *préstamelo*, lend it to me ; *escríbame V.*, write to me ;

*preguntémosle*, let us ask them. But when the sentence is negative, the pronouns are placed before the verb; as, *no se lo prestes*, do not lend it to him; *no le escriba V.*, do not write to him; *no los preguntemos*, do not let us ask them.

NOTE.—In the imperative affirmative of reflexive verbs the *s* of the first person plural and the *d* of the second person plural are dropped; as, *levantémonos* (for *levantémosnos*), let us rise; *guardaos* (for *guardados*), guard yourselves, be careful. The former change is made for the sake of euphony; the latter, to avoid ambiguity, because *guardado* is the past participle, which, when used as an adjective, has in the plural *guardados*.

#### DIRECTIONS AND QUESTIONS.

1.—Study Nos. 1 and 2. Write the conjugations of the present subjunctive of *hablar*, *comer*, *vivir*, and *haber*, without consulting the book, and then compare them with the original.

2.—Study No. 3. What is the difference, in general, between the indicative and the subjunctive? When is the present or present perfect of the subjunctive used? (After what verbs? After what kind of expressions? After what conjunctions? By what mood is *si*, if, followed in the present tense?) How is the present subjunctive translated in English?

3.—Study No. 4 and the "Note." Write the second person, singular and plural, of the imperative of *hablar*, *comer*, and *vivir*, without consulting the book. How are the other persons of the imperative formed? Recite them. What form has the second person when the sentence is negative? When may *V.* or *Vds.* be omitted in the imperative?

4.—Study No. 5 and the "Note." Where are pronoun-objects placed in the imperative? What change takes place in the first and second persons, plural, of the affirmative imperative of reflexive verbs?



## VOCABULARY.

la deuda ( <i>dě'oo-dà</i> ), <i>the debt</i>	mirar, <i>to look</i>
la cara, <i>the face</i>	perdonar, <i>to pardon, forgive</i>
el jabón, <i>the soap</i>	molestar, <i>to trouble</i>
la esponja, <i>the sponge</i>	dispensar, <i>to excuse</i>
la toalla, <i>the towel</i>	aguardarse, <i>to wait</i>
el peine, <i>the comb</i>	faltar, <i>to fail</i>
el espejo, <i>the looking-glass</i>	interrumpir, <i>to interrupt</i>
los anteojos or espejuelos, <i>the spectacles</i>	calmar, <i>to calm</i>
la molestia, <i>the trouble</i>	los (las) demás, <i>the rest, the     others ; los demás niños,     the other children</i>
el momento, <i>the moment</i>	preciso, <i>necessary</i>
la vista, <i>the sight</i> ; hasta la vista, <i>until we meet again</i> ( <i>au revoir</i> )	menester, <i>necessary</i>
la falta, <i>the fault, mistake</i> ; sin falta, <i>without fail</i>	necesario, <i>necessary</i>
la canción, <i>the song</i>	ocupado, <i>occupied, busy</i>
el enemigo, <i>the enemy</i>	tranquilo, <i>quiet</i>
la cartera, <i>the note-book</i>	listo, <i>ready</i>
la paz, <i>the peace</i>	mal, <i>badly</i>
Dios, <i>God</i>	de aquí en adelante, <i>henceforth</i>
Méjico, <i>Mexico</i>	otra vez, <i>another time, once     more</i>
temer, <i>to fear, be afraid</i>	aprisa, <i>quickly</i>
dudar, <i>to doubt</i>	despacio, <i>slowly</i>
gastar, <i>to spend</i>	luego, <i>presently, soon</i> ; hasta luego, <i>until soon, i. e., I hope to     see you again soon</i>
malgastar, <i>to squander</i>	en vez de, <i>instead of</i>
explicar, <i>to explain</i>	que, <i>that (conjunction)</i>
callarse, <i>to be silent, to be still</i>	que (for <i>porque</i> ), <i>because, for</i>
escuchar, <i>to listen</i>	a fin de que, <i>in order that</i>
quitar, <i>to take off</i>	con tal que, <i>provided that</i>
limpiar, <i>to polish (boots),     to clean,</i>	¡ agur ! or ¡ abur ! <i>good-bye</i>

1. ¿Deséa V. que yo cante un poco? 2. Mi hermanita teme que las demás niñas se burlen de ella. 3. Yo dudo de<sup>1</sup> que Don Antonio reciba su carta de V. ántes de partir de la ciudad de Méjico. 4. Tengo miedo de<sup>1</sup> que malgastes tu dinero, en vez de pagar tus deudas. 5. Dios manda que nos amemos los unos á los otros. 6. Es preciso (menester, *or* necesario) que nos levantemos temprano de aquí en adelante. 7. Se lo he explicado otra vez, á fin de que lo comprendan bien. 8. Con tal que mi reloj no atrase, llegaremos á tiempo. 9. Cállate, que estoy muy ocupado. 10. Habla ahora, que te escucho. 11. Lávate las manos y la cara, Juanito; aquí tienes el jabon, la esponja y una toalla; y aquí hay tambien un peine y un espejo. 12. Quítate el sombrero.<sup>2</sup> 13. No te enojés. 14. Límpiame las botas, muchacho. 15. ¡Mire V.! aquí estan los anteojos (*or* espejuelos) que yo he estado buscando desde esta mañana. 16. Perdóneme V.<sup>3</sup> 17. No se moleste V. 18. No es molestia. 19. Dispénseme V. un momento. 20. Hable V. un poco más despacio, si V. gusta.<sup>4</sup> 21. ¡Agur! (*or* ¡Á Dios!); hasta la vista! 22. Aguárdese V. aquí hasta las once. 23. Le espero á V. sin falta. 24. Quédese V. tranquilo, no faltaré. 25. La comida está lista, bajemos al comedor.

1. Your mother wishes you to sing (wishes that you sing) two or three songs. 2. I am afraid (*temo or tengo miedo*)

1. After *dudar* and *tener miedo*, the preposition *de* is usually placed before the conjunction *que*. This *de* is not translated in English.

2. Take to thyself off the hat; i. e., take off your hat.

3. Pardon, me being understood.

4. If you please. Heretofore we have used *gustar* as an impersonal verb, with an indirect object; as, *me gusta*, it pleases me (I like); but it may also be used with a personal subject, as in the above sentence, *si V. gusta*, in which *V.* is the subject. Thus, also, *yo gusto*, I like, am fond of. *Gustar* is also used in the sense of *to taste*.

that you will make (*pres. subj.*) fun of me. 3. I do not doubt that they will invite us. 4. God commands us that we forgive our enemies. 5. You must (it is necessary that you) study your lessons and write your exercises every day. 6. I shall write it in my note-book, in order that I may not forget it. 7. Provided that he has not forgotten it, you will receive an invitation. 8. I hope that you may not get angry. 9. Speak<sup>1</sup> to me in Spanish. 10. Listen to her,<sup>2</sup> Margaret. 11. Let (use *dejar*) me speak now, Johnny, and do not interrupt me. 12. Let me alone (translate, *leave me in peace*), I have to work now (trans. *for* I have, etc.). 13. Calm yourself. 14. Do not speak so (*tan*) quickly, (for) I do not understand you. 15. Excuse me, if you please. 16. Expect me in Twenty-third Street, opposite the theater. 17. Is (the<sup>3</sup>) dinner ready? 18. Not yet; we must (it is necessary that we) wait a little. 19. Let us go down into the (*al*) garden. 20. I have to go away now. 21. Good-bye. 22. I hope to see you again soon (*hasta luego*).

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1. Translate the Sentences 9, 10, 11, and 12 in the second person singular (*tú* being understood); the Sentences 13, 14, and 15 in the third person singular, with *usted* (*V.*); and the Sentence 16 in the third person plural, with *ustedes* (*Vds.*)

2. Escuchala (not escuchale), because *escuchar* has a direct object in Spanish; literally, *listen her*.

3. Use the article in Spanish.

## LESSON 17.

## IRREGULAR VERBS.

1.—We call irregular all those verbs whose conjugation differs in any part from that of the model verbs *hablar*, *comer*, and *vivir*.

2.—A large number of Spanish verbs of the first and second conjugations, the (last) vowel of whose *stem* (see p. 48) is *e* or *o*, insert an *i* before the *e*, or change *o* to *ue*, in all persons of the singular and in the third person plural of the present tense, indicative and subjunctive, and of the imperative, while the first and second persons of the plural and *all the endings* are regular ; as will be observed in the following paradigms of the verbs *pensar*, to think, to intend, *perder*,<sup>1</sup> to lose, *acordar*, to agree, and *volver*, to return.

*Present Indicative.*

pienso	pierdo	acuerdo	vuelvo
piensas	pierdes	acuerdas	vuelves
piensa	pierde	acuerda	vuelve
pensamos	perdemos	acordamos	volvemos
pensais	perdeis	acordais	volvéis
piensan	pierden	acuerdan	vuelven

---

1. This verb has occurred in previous lessons, but as it was used only in the past participle, which is regular, no reference was made to the irregularity of other forms.

*Present Subjunctive.*

piense	pierda	acuerde	vuelva
pienses	pierdas	acuerdes	vuelvas
piense	pierda	acuerde	vuelva
pensemos	perdamos	acordemos	volvamos
penseis	perdais	acordeis	volvais
piensen	pierdan	acuerden	vuelvan

*Imperative.*

piensa (tú)	pierde	acuerda	vuelve
piense (él, ella, or V.)	pierda	acuerde	vuelva
pensemos (nosotros)	perdamos	acordemos	volvamos
pensad (vosotros)	perded	acordad	volved
piensen (ellos,-as, or Vds.)	pierdan	acuerden	vuelvan

3.—Of the verbs of the third conjugation the (last) vowel of whose stem is *e*, some insert an *i* before the *e*, while others change the *e* to *i*, in the same tense, moods, and persons as the verbs mentioned under No. 2.

Besides, all such verbs of the third conjugation change the *e* to *i*:

*a.* In the first and second persons plural of the present subjunctive and the first person plural of the imperative.

*b.* In the third person, singular and plural, of the preterite.

*c.* In the present participle. This will be observed in the following paradigms:

## Sentir, to feel.

Pres. Ind.	Pres. Subj.	Imper.	Preterite.	Pres. Part.
siento	sienta		sentí	sintiendo
sientes	sientas	siente	sentiste	
siente	sienta	sienta	sintió	
sentimos	sintamos	sintamos	sentímos	
sentís	sintais	sentid	sentisteis	
sienten	sientan	sientan	sintieron	

## Servir, to serve.

Pres. Ind.	Pres. Subj.	Imper.	Preterite.	Pres. Part.
sirvo	sirva		serví	sirviendo
sirves	sirvas	sirve	serviste	
sirve	sirva	sirva	sirvió	
servimos	sirvamos	sirvamos	servimos	
servís	sirvais	servid	servisteis	
sirven	sirvan	sirvan	sirvieron	

4.—It will be observed from the foregoing explanations and paradigms that, in order to conjugate any verb whose irregularities are confined to those explained in Nos. 2 and 3, it is sufficient for the student to know the first person singular of the present indicative, which will be found with every such verb in the Vocabularies, and also in the alphabetical List of Irregular Verbs at the end of this work.

On finding, for instance, the words *sueno* with *sonar*, and *cuesto* with *costar*, in the Vocabulary to this lesson, the student will understand that *sonar* and *costar* are conjugated precisely like *acordar*; on finding *siento* with *sentarse*, he will know that *sentarse*, being of the first conjugation, must be conjugated like *pensar* (with the addition of the reflexive pronouns, *me siento*, *te sientas*, etc.); while the words *divierto* with *divertir*, and *pido* with *pedir*, will tell him that the former verb, being of the third conjugation, has the same irregularities as *sentir*, and that the latter is conjugated like *servir*.

5.—A number of Spanish verbs have what we may call *special irregularities*, which cannot be classified, but must be committed to memory with each verb. Here follow the verbs of this kind used in the Exercises to this lesson, as well as *estar*, *haber*, *ser*, and *tener*. The irregular forms are printed in *Italics*, the regular forms in Roman letters ; as,

a. Abrir, *to open*, has in the past participle *abierto*; otherwise it is regular.

b. Decir, *to say, to tell*.

Pres. Ind. *Digo, dices, dice, decimos, decís, dicen.*

Imperfect. Decia, decias, etc.

Preterite. *Dije, dijiste, dijo, dijimos, dijisteis, dijeron.*

Future. *Diré, dirás, dirá, diremos, direis, dirán.*

Pres. Subj. *Diga, digas, diga, digamos, digais, digan.*

Imperative. *Dí, diga, digamos, decid, digan.*

Pres. Part. *Diciendo.*

Past Part. *Dicho.*

c. Escribir, *to write*, has in the past participle *escrito*, otherwise it is regular.

d. Estar, *to be*.

Pres. Ind. See p. 19.

Imperfect. Estaba, estabas, etc.

Preterite. *Estuve, estuviste, estuvo, estuvimos, estuvisteis, estuvieron.*

Future. *Estaré, estarás, etc.*

Pres. Subj. *Esté, estés, esté, estemos, esteis, estén*

Imperative. *Está, esté, estemos, estad, estén.*

Pres. Part. *Estando.*

Past Part. *Estado.*

*e. Haber, to have.*

Pres. Ind. See p. 53.

Imperfect. *Habia, habias, etc.*

Preterite. See p. 82.

Future. See Lesson 15, 2.

Pres. Subj. See Lesson 16, 2.

Imperative. Wanting.

Pres. Part. *Habiendo.*Past Part. *Habido.**f. Ir, to go.*Pres. Ind. *Voy, vas, va, vamos, vais, van.*Imperfect. *Iba, ibas, iba, íbamos, íbais, iban.*Future. *Iré, irás, etc.*Preterite. *Fuí, fuiste, fué, fuimos, fuisteis, fueron.*Pres. Subj. *Vaya, vayas, vaya, vayamos, vayais, vayan.*Imperative. *Vé, vaya, vamos or vayamos, id, vayan.*Pres. Part. *Yendo.*Past. Part. *Ido.**g. Poder, to be able.*Pres. Ind. *Puedo, puedes, puede, podemos, podeis, pueden.*Imperfect. *Podia, podias, etc.*Preterite. *Pude, pudiste, pudo, pudimos, pudisteis, pudieron.*Future. *Podré, podrás, podrá, podremos, podreis, podrán.*Pres. Subj. *Pueda, puedas, pueda, podamos, podais, puedan.*

Imperative. Wanting.

Pres. Part. *Pudiendo.*Past. Part. *Podido.*



**h. Ser, to be.**

Pres. Ind. See p. 27.

Imperfect. See p. 78.

Preterite. *Fuí, fuiste*, etc., like the preterite of *ir*, to go (see *f*, above); the context must show whether *fuí* means *I went* or *I was*.Future. *Seré, serás*, etc.Pres. Subj. *Sea, seas, sea, seamos, seais, sean*.Imperative. *Sé, sea, seamos, sed, sean*.Pres. Part. *Siendo*.Past Part. *Sido*.**i. Tener, to have.**

Pres. Ind. See p. 12.

Imperfect. *Tenia, tenias*, etc.Preterite. *Tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron*.Future. *Tendré, tendrás, tendrá, tendremos, tendreis, tendrán*.Pres. Subj. *Tenga, tengas, tenga, tengamos, tengais, tengan*.Imperative. *Ten, tenga, tengamos, tened, tengan*.Pres. Part. *Teniendo*.Past Part. *Tenido*.**k. Traer, to bring.**Present Ind. *Traigo, traes, trae, traemos, traeis, traen*.Imperfect. *Traía, traías* (pron. *trà-è'à, trà-è'às*), etc.Preterite. *Traje, trajiste, trajo, trajimos, trajisteis, trajeron*.Future. *Traeré, traerás* (pron. *trà-è-r'è, trà-è-ràs'*), etc.Pres. Subj. *Traiga, traigas, traiga, traigamos, traigais, traigan*.Imperative. *Trae, traiga, traigamos, traed, traigan*.Pres. Part. *Trayendo*.Past Part. *Traído* (pron. *trà-è-do*).

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l. Venir, to come.

Pres. Ind. *Venga, viene, viene, venimos, venís, vienen.*

Imperfect. *Venia, venías, etc.*

Preterite. *Vine, viniste, vino, vinimos, vinisteis, vinieron.*

Future. *Vendré, vendrás, vendrá, vendremos, vendreis, vendrán.*

Pres. Subj. *Venga, vengas, venga, vengamos, vengais, vengan.*

Imperative. *Ven, venga, vengamos, venid, vengan.*

Pres. Part. *Viniendo.*

Past Part. *Venido.*

m. Ver, to see.

Pres. Ind. *Veo, ves, ve, vemos, veis, ven.*

Imperfect. *Veía, veías, veía, veíamos, veíais, veían*  
(pron. *vě-ě'á, vě-ě'ás, etc.*)

Preterite. *Ví, viste, vió, vimos, visteis, vieron.*

Future. *Veré, verás, etc.*

Pres. Subj. *Vea, veas, vea, veamos, veais, vean.*

Imperative. *Ve, vea, veamos, ved, vean.*

Pres. Part. *Viendo.*

Past Part. *Visto.*

n. Volver, to return, has in the past participle *vuelto*. The other irregularities of this verb have been learned above, p. 99, 2.

This past participle *vuelto* is a special irregularity of *volver* (and *absolver*, to absolve. *disolver*, to dissolve, and *resolver*, to resolve, which have *absuelto, disuelto, resuelto*); other verbs conjugated like *volver*, as e. g., *mover* (*nuevo*) to move, are regular in the past participle (*movido*).

## DIRECTIONS AND QUESTIONS.

1.—Read No. 1 and study No. 2. Explain the irregularities of *pensar*, *perder*, *acordar*, and *volver*. Commit all the paradigms to memory and then write them without consulting the book.

2.—Study No. 3. Explain the irregularities of *sentir* and *servir*. Commit the paradigms to memory and then write them without consulting the book.

3.—Study No. 4. Write the present indicative and subjunctive, the imperative, and, if irregular, the preterite and present participle of *sonar*, *sentarse*, *divertir*, and *pedir*.

4.—After committing to memory the forms of each verb given under No. 5, write them without consulting the book. Study all these verbs so as to be able to conjugate them readily.

## VOCABULARY.

la campanilla, <i>the bell</i>	costar ( <i>cuesto</i> ), <i>to cost</i>
el cartero, <i>the letter-carrier</i>	pedir ( <i>pido</i> ), <i>to ask, request</i> ;
el corresponsal, <i>the correspondent</i>	pedir prestado, <i>to borrow</i>
la contestacion, <i>the answer</i>	descansar, <i>to rest</i>
la librería, <i>the bookstore</i>	acordarse ( <i>acuerdo</i> ), <i>to remember</i>
el diccionario, <i>the dictionary</i>	divertir ( <i>divierto</i> ), <i>to amuse</i>
el sargento, <i>the sergeant</i>	gozar, <i>to enjoy</i>
la guardia ( <i>gwàr'dià</i> ), <i>the guard</i>	obligado, <i>obliged</i>
la ópera, <i>the opera</i>	pocos, <i>few, a few</i>
la tertulia ( <i>tér-toō'lià</i> ), <i>the evening party, soirée</i>	esta noche, <i>this evening, to-night</i>
el viaje, <i>the journey, trip</i>	adónde, <i>where (whither)</i>
la compañía, <i>the company</i>	allá, <i>there (thither)</i>
sonar ( <i>sueno</i> ), <i>to ring</i>	dentro, <i>inside</i>
sentarse ( <i>siento</i> ), <i>to seat one's self, sit down</i>	pues, <i>then, therefore</i>

REMARKS. 1.—The irregular verbs whose meaning is given in the text of this and the following lessons are not repeated in the Vocabularies.

2.—*Acordarse*, to remember, and *gozar*, to enjoy, are followed by *de*; as, *me acuerdo de tu hermano*, I remember your brother; *gozaba de su compañía*, I used to enjoy his company.

3.—The present tense of *poder*, to be able, may be translated by *I can*, etc., the imperfect and preterite by *I could*, etc.

4.—*Sentir*, to feel, is often used in the sense of *to be sorry*; *lo siento mucho*, I am very sorry (*for it*).

5.—*Volver*, to turn or return, followed by *á* and an infinitive, is used in the sense of *to do again*; as, *¿Cuándo volverá V. á convidarle?* When will you invite him again or next time (literally, *when will you turn to invite him*)?

6.—*Adónde* means *where* in the sense of *whither*, and *allá* means *there* in the sense of *thither*, both words implying motion towards an object or place. In speaking of places at a great distance, *allá* is sometimes used in the sense of *there*, without implying motion.

1. Suena la campanilla<sup>1</sup>. 2. ¡Margarita! vé á la puerta á ver quien es. 3. El cartero ha traído esta carta. 4. Ahora vuelve á sonar. 5. La puerta está abierta. 6. Un caballero desea ver á V. 7. Sírvese<sup>2</sup> V. sentarse. 8. ¿Cuánto tiempo piensa V. quedarse en ésta<sup>3</sup>? 9. Tendré que partir dentro de pocos días. 10. Lo siento mucho. 11. ¿Ha escrito V. á su correspondiente en Londres? 12. Sí, señor, pero hasta ahora no he recibido contestación. 13. ¿Adónde va V., Don Manuel? 14. Voy á la librería á comprarme un diccionario. 15. Iré allá con V. 16. ¿Cuánto cuesta este dic-

1. *The bell rings.* *Sonar*, in the sense of *to ring*, is intransitive; hence the above sentence cannot mean *ring the bell*, although the form *suená* is the same for the second person singular of the imperative and the third person singular of the present indicative. *Ring the bell* is *tira* (pull) *de la campanilla*.

2. *Serve yourself*; translate, be *pleased*.

3. *In this*, the word *ciudad* being understood. Thus we write also, in a letter, *en esa*, in that, i. e., in your city, the city in which the person addressed resides.

cionario? 17. Cuesta un peso y medio. 18. Don Alejandro me (*from me*) pidió prestado cien pesos el primero del mes pasado. 19. ¿ Se los ha vuelto á V.? 20. Aun no. 21. Dudo de que se los vuelva á V. pronto. 22. Me han dicho que malgasta su dinero. 23. ¿ No ve V. que estoy cansado? 24. Siéntese V., pues, y descanse un poco. (See L. 16, 4, Note 2.) 25. ¿ Porqué no vino ayer el sargento? 26. No pudo venir, porque estuvo de (*on*) guardia. 27. ¿ No se lo dije á V. ayer? 28. Sí, señor, ahora me acuerdo. 29. ¿ Se acuerda V. de mi sobrina? 30. Sí, me acuerdo. 31. ¿ Fué V. á la ópera anoche? 32. No, señor, pero iré esta noche. 33. Espero que V. se divierta bien y siento mucho no poder ir con V. 34. ¿ Cuándo volveré á ver á V.? 35. Nos veremos pasado mañana en la tertulia del gobernador. 36. ¿ Quédese V. con Dios!<sup>1</sup> 37. ¿ Vaya V. con Dios!

1. Has not the bell just rung? 2. Annie, go and open (trans. *go to open*) the door. 3. The letter-carrier brings me a letter almost every day. 4. Who wishes to see me? 5. Mr. Sánchez has returned from his trip. 6. How long does he intend to remain here now? 7. He will depart again next Monday. 8. Have you received an answer from your correspondent in Philadelphia? 9. I have not written to him yet, but I am going<sup>2</sup> to write to him now. 10. We shall go to the opera to-night. 11. I hope that you will amuse (*pres. subj.*) yourselves. 12. Will we not see

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1. *Remain with God*, a salutation used on parting from a person that remains at a certain place; this one, in his turn, says: *Go with God*; see Sentence 37. But, *A Dios!* alone would answer in both cases.

2. *Ir*, to go, and *venir*, to come, are never used in the progressive form in Spanish; translate *voy á*, etc.

each other (trans. *see us*) there? 13. My friend, Mr. Correa, invited me to go to his concert, and I feel (trans. *me veo*) obliged to go (*á ir*) there. 14. My brother will be very sorry not to be able to enjoy (*gozar de*) your company this evening. 15. Gentlemen, be pleased to sit down. 16. (Mr.) Emanuel, how much has that dictionary cost you? 17. I do not remember. 18. How much has my nephew borrowed from you? 19. He asked me for<sup>s</sup> two hundred dollars, but I could not lend him more than a hundred (see L. 5, 4, Rem. 2). 20. Where do you come from (whence—*de dónde*—do you come)? 21. I come from home (*de casa*), and you? 22. This lesson costs me a great deal of work. 23. Come then and rest a little. 24. Charlie, what did the teacher tell you? 25. He told me that we shall not have any<sup>s</sup> school to-morrow. 26. I am very glad, because I intend to go to a party to-night. 27. Shall I not see you again before to-morrow? 28. I shall return in (*dentro de*) a few minutes.

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1. Make *you* the indirect object without translating *from*.

2. Omit this word in the Spanish translation.

## LESSON 18.

## IRREGULAR VERBS.—CONTINUED.

1.—Nearly all verbs ending in *cer* preceded by a vowel insert a *z* before the *c* in the first person singular of the present indicative, in the present subjunctive, and in those persons of the imperative that are taken from the subjunctive ; as,

*Agradecer, to thank.*

Pres. Ind.	Pres. Subj.	Imperative.
agradezco	agradezca	
agradeces	agradezcas	agradece
agradece	agradezca	agradezca
agradecemos	agradezcamos	agradezcamos
agradeceis	agradezcais	agradeced
agradecen	agradezcan	agradezcan

With all verbs of this kind, the first person singular of the present indicative will be found in the Vocabularies and the List of Irregular Verbs, on seeing which the student will know that they are subject to the same irregularities as *agradecer*.

NOTE.—*Lucir*, to shine, and its compounds have the same irregularities as *agradecer*; as, *luzco* ; *luzca*, *luzcas*, etc.

2.—All verbs ending in *ducir*, besides having the same irregularities as *agradecer*, are also irregular in the preterite, which ends in *duje*, as will be seen in the following paradigm :

## Conducir, to conduct.

Pres. Ind.	Pres. Subj.	Imperative.	Preterite.
conduzco	conduzca		conduje
conduces	conduzcas	conduce	condujiste
conduce	conduzca	conduzca	condujo
conducimos	conduzcamos	conduzcamos	condujimos
conducís	conduzcais	conducid	condujisteis
conducen	conduzcan	conduzcan	condujeron

3.—The following verbs, which occur in the Exercises to this lesson, have special irregularities ; as,

## a. Dar, to give.

Pres. Ind. *Doy, das, da, damos, dais, dan.*

Imperfect. *Daba, dabas, etc.*

Preterite. *Di,<sup>1</sup> diste, dió, dimos, disteis, dieron.*

Future. *Daré, darás, etc.*

Pres. Subj. *Dé, des, dé, demos, deis, den.*

Imperative. *Da, dé, demos, dad, den.*

Pres. Part. *Dando.*

Past Part. *Dado.*

## b. Hacer, to make, to do.

Pres. Ind. *Hago, haces, hace, hacemos, haceis, hacen.*

Imperfect. *Hacia, hacías, etc.*

Preterite. *Hice, hiciste, hizo,<sup>2</sup> hicimos, hicisteis, hicieron.*

Future. *Haré, harás, hará, haremos, hareis, harán.*

Pres. Subj. *Haga, hagas, haga, hagamos, hagáis, hagan.*

Imperative. *Haz, haga, hagamos, haced, hagan.*

Pres. Part. *Haciendo.*

Past Part. *Hecho.*

1. Pronounce *dé*, to distinguish it from *dé*, the imperative of *decir*, in which the sound of the *i* is short.

2. The reason for the change of *c* into *s* will be explained in L. 20, 1 and 2.



c. Poner, *to put, place.*Pres. Ind. *Pongo, pones, pone, ponemos, poneis, ponen.*Imperfect. *Ponia, ponias, etc.*Preterite. *Puse, pusiste, puso, pusimos, pusisteis, pusieron.*Future. *Pondré, pondrás, pondrá, pondremos, pondreis, pondrán.*Pres. Subj. *Ponga, pongas, ponga, pongamos, pongais, pongan.*Imperative. *Pon, ponga, pongamos, poned, pongan.*Pres. Part. *Poniendo.*Past Part. *Puesto.*d. Querer, *to wish, to like, to love.*Pres. Ind. *Quiero, quieres, etc., as perder.*Imperfect. *Queria, querias, etc.*Preterite. *Quise, quisiste, quiso, quisimos, quisisteis, quisieron.*Future. *Querré, querrás, querrá, querremos, querreis, querrán.*Pres. Subj. *Quiera, quieras, etc., as perder.*Imperative. *Wanting.*Pres. Part. *Queriendo.*Past Part. *Querido.*e. Salir, *to go out, leave.*Pres. Ind. *Salgo, sales, sale, salimos, salís, salen.*Imperfect. *Salía, salias, etc.*Preterite. *Salí, saliste, etc.*Future. *Saldré, saldrás, saldrá, saldremos, saldreis, saldrán.*Pres. Subj. *Salga, salgas, salga, salgamos, salgais, salgan.*Imperative. *Sal, salga, salgamos, salid, salgan.*Pres. Part. *Saliendo.*Past Part. *Salido.*

## DIRECTIONS AND QUESTIONS.

1.—Study No. 1. Explain the irregularities of *agradecer*. Commit the paradigm to memory and then write it without consulting the book.

2.—Study No. 2. Explain the irregularities of the verbs ending in *ducir*. Commit the paradigm of *conducir* to memory and then write it without consulting the book.

3.—After committing to memory the forms of each verb given under No. 3, write them without consulting the book. Study these verbs so as to be able to conjugate them readily.

## VOCABULARY.

la vuelta, <i>the turn, return;</i>	las legumbres, <i>the vegetables</i>
dar una vuelta, <i>to take a</i>	el asado, <i>the roast</i>
walk	la ternera, <i>the calf, veal; asa-</i>
enhorabuena, <i>well! that's</i>	do de ternera, <i>roast real</i>
right! Dar la enhorabue-	la ensalada, <i>the salad</i>
na, <i>to congratulate</i>	la servilleta, <i>the napkin</i>
la letra de cambio, <i>the letter</i>	la tortilla, <i>the omelet, pancake</i>
of exchange, draft	la priesa, <i>the hurry; darse</i>
el favor, <i>the favor</i>	priesa, <i>to give one's self</i>
la gana, <i>the desire, appetite;</i>	hurry, <i>i. e., to make haste</i>
de muy buena gana, <i>with</i>	el cumpleaños, <i>the birthday</i>
great pleasure	el dependiente, <i>the clerk</i>
el gusto, <i>the pleasure</i>	el progreso, <i>the progress</i>
los recuerdos, <i>the remem-</i>	descontar (descuento), <i>to dis-</i>
brance(s), regards	count
la parte, <i>the part; de mi</i>	doler (duelo), <i>to pain, ache</i>
parte, <i>on my part</i>	barrer, <i>to sweep</i>
la lista, <i>the list, bill of fare</i>	irse (ir used reflexively), <i>to go</i>
la sopa, <i>the soup</i>	away
la vaca, <i>the cow; carne de</i>	despachar, <i>to make haste</i>
vaca, <i>beef</i>	

REMARKS. 1.—*Dar*, to give, is also used in the sense of *to strike* (the hour).

2.—*Hacer*, to make, followed by an infinitive, must often be translated in English by *to have* and a past participle; as, *hacer enviar*, to have sent or to order (*e. g.*, a book); *hacer barrer*, to have swept (*e. g.*, to have a room swept), etc. *To have made* (the French *faire faire*) is *mandar hacer* (*e. g.*, to have a coat made). *Hacer ver* is *to let see, to show*.

3.—When the English verb *will* can be replaced by *to wish, to want to*, it should be translated by *querer*; as, *will you accompany me?* ¿ Quiere V. acompañarme? But in *will he accompany you?* *i. e.*, is he going to (not, does he want to) accompany you? the future tense is used, ¿ Le acompañará á V.? The context usually indicates the sense in which *will* is used.

1. Vamos á dar una vuelta. 2. ¡ Enhorabuena!  
3. ¿ Adónde quiere V. ir? 4. Vamos (*or* vayamos) al Parque. 5. Dése V. priesa. 6. ¿ Quiere V. que yo le descuenta esta letra de cambio? 7. Me hará V. un gran favor y se lo agradeceré á V. mucho.<sup>1</sup> 8. Vengo á darle á V. la enhorabuena. 9. ¿ Cómo le va á V.?<sup>2</sup> 10. No nos hemos visto desde el año pasado. 11. ¿ Qué tienes, amigo? 12. Me duelen los ojos. 13. Á mí me duele la cabeza (*or* yo tengo dolor de cabeza). 14. Es preciso que vayan Vds. á consultar á su médico. 15. ¿ Le ha hecho V. una visita al general? 16. Es preciso que yo me haga enviar aquel libro de Alemania. 17. Es menester que te mandes hacer una casaca nueva. 18. Hágame V. ver ese libro. 19. Haga V. barrer mi cuarto, si V. gusta. 20. Hágame V. el favor

1. *I shall thank it to you very much; translate, I shall be very much obliged to you.*

2. *How goes it to you? translate, how do you do?*

de prestarme su diccionario español hasta mañana. 21. Lo haré de muy buena gana (*or* con mucho gusto). 22. Póngame V. á los piés de su señora madre.<sup>1</sup> 23. Lo haré con mucho gusto. 24. ¡ Recuerdos á su familia! 25. Se los daré de su parte.<sup>2</sup> 26. Gracias. 27. ¿ La quieres á tu amiguita? 28. La quiero mucho. 29. ¿ Qué quiere V. comer? 30. ¿ Dónde está la lista? 31. Tráigame V. sopa, carne de vaca con legumbres y asado de ternera con ensalada. 32. No tengo servilleta. 33. Tráigame V. una tortilla. 34. Pónte el sombrero,<sup>3</sup> José, que (*because*) saldremos. 35. ¡ Vamos! ¡ vamos!<sup>4</sup> despacha, que estoy de (*in a*) prisa.

1. My brother wishes to take a walk with you. 2. That's right. 3. Tell him to make haste (that he make haste, *pres. subj.*), for I am ready. 4. The banker does not wish to discount this draft for<sup>5</sup> me. 5. Will you (*quiere V.*) do me the favor to discount it for<sup>5</sup> me? 6. I am very sorry not to be able to do you this small favor. 7. Johnny, this is your uncle's birth-day; go and (*trans. go to*) congratulate him. 8. What is the matter with your clerk? 9. He has a headache and his (the) eyes pain him. 10. The physician has just made him a visit. 11. The countess orders (*makes to*

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1. Literally, *put me to the feet of your (Mrs.) mother*; translate, *give my best respects to your mother*; see Foot-note 3, p. 62.

2. Literally, *I shall give them (the regards) to them or to it (the family) on (or from) your part, i. e., from you*; we might best translate this by, *I shall give your kind message to them*, whereupon the other person says: *Thanks* (Sentence 26).

3. *Put to yourself the hat, i. e., put on your hat*, see Foot-note 4, p. 63.

4. Literally, *let us go*! Translate here by *come! come!*

5. Omit this word in Spanish, and make *me* the indirect object.

herself send) nearly all her (the) dresses from Paris. 12. I must (it is necessary that I) have a new dress made. 13. Have you had my room swept this morning? 14. Annie, let (make) me see your exercise. 15. You have not made many mistakes. 16. Your teacher (fem.) told me that you make great (*mucho*) progress. 17. Where (*dónde*) shall I put (do you wish that I put, *pres. subj.*) the dictionary? 18. Put it on (*en*) the table. 19. At what hour will you go out (*future tense*) this afternoon? 20. We shall go out at one o'clock and return at half-past four. 21. Will you (do you wish to) dine now? 22. Yes, you may (can) bring us our (the) dinner. 23. I must (it is necessary that I) go away now. 24. Good-bye; regards to your brother. 25. I shall give him your kind. message (see Sentence 25 in the Spanish exercise to this lesson). 26. Thanks.

## LESSON 19.

## IRREGULAR VERBS.—CONTINUED.

1.—The following verbs, which occur in the Exercises to this lesson, are subject to special irregularities ; as,

a. Dormir, *to sleep*.

Pres. Ind. *Duermo, duermes, duerme, dormimos, dormís, duermen.*

Imperfect. *Dormia, dormias, etc.*

Preterite. *Dormí, dormiste, durmió, dormímos, dormisteis, durmieron.*

Future. *Dormiré, dormirás, etc.*

Pres Subj. *Duerma, duermas, duerma, durmamos, durmais, duerman.*

Imperative. *Duerme, duerma, durmamos, dormid, duerman.*

Pres. Part. *Durmiendo.*

Past Part. *Dormido.*

b. Morir, *to die*.

Pres. Ind. *Muero, mueres, muere, morimos, morís, mueren.*

Imperfect. *Moria, morias, etc.*

Preterite. *Morí, moriste, murió, morímos, moristeis, murieron.*

Future. *Moriré, morirás, etc.*

Pres. Subj. *Muera, mueras, muera, muramos, murais, mueran.*

Imperative. *Muere, muera, muramos, morid, mueran.*

Pres. Part. *Muriendo.*

Past Part. *Muerto.*

## c. Oír, to hear,

Pres. Ind. *Oigo, oyes, oye, oímos, oís, oyen.*Imperfect. *Oía (o-ē'á), oías, oia, oíamos, oíais, oían.*Preterite. *Oí, oiste, oyó, oímos, oisteis, oyeron.*Future. *Oiré, oirás, etc.*Pres. Subj. *Oiga, oigas, oiga, oigamos, oigais, oigan.*Imperative. *Oye, oiga, oigamos, oid, oigan.*Pres. Part. *Oyendo.*Past Part. *Oido (o-ē'do).*

## d. Reír, to laugh.

Pres. Ind. *Río, ries, rie, reímos, reís, rien.*Imperfect. *Reía (rē-ē'á), reías, reia, reíamos, reíais, reían.*Preterite. *Reí, reiste, rió, reímos, reisteis, rieron.*Future. *Reiré, reirás, etc.*Pres. Subj. *Ria, rias, ria, ríamos, riais, rian.*Imperative. *Rie, ria, ríamos, reid, rian.*Pres. Part. *Riando.*Past Part. *Reido.*

NOTE.—Observe that this verb has the same irregularities as *servir*, except that in the Preterite and Present Participle it drops one *i*; *rió*, *rieron*, *riendo*, instead of *rió*, *riieron*, *riendo*.

## e. Saber, to know.

Pres. Ind. *Sé, sabes, sabe, sabemos, sabeis, saben.*Imperfect. *Sabía, sabías, etc.*Preterite. *Supé, supiste, supo, supimos, supisteis, supieron.*Future. *Sabré, sabrás, sabrá, sabremos, sabreis, sabrán.*Pres. Subj. *Sepa, sepas, sepa, sepamos, sepais, sepan.*Imperative. *Sabe, sepa, sepamos, sabed, sepan.*Pres. Part. *Sabiendo.*Past Part. *Sabido.*

2.—The explanations and paradigms contained in this and the preceding two lessons comprise all the important features of the irregular verbs of the Spanish language. Some changes in spelling, as they become necessary in the conjugation of certain verbs, will be explained in Lesson 20, and a few other special irregularities will be noticed either as the verbs occur in the Exercises or in the Appendix.

The irregularities of the Conditional and the Imperfect and Future of the Subjunctive will be explained in a subsequent lesson and will be found very simple, as they are subject to uniform rules, without any exceptions.

#### DIRECTIONS AND QUESTIONS.

1.—After studying the irregularities of each verb given under No. 1., write its paradigm without consulting the book. Commit these paradigms to memory so as to be able to recite them readily.

2.—Read No. 2.

#### VOCABULARY.

la cuerda, <i>the cord</i> ; dar cuer-	la capital, <i>the capital</i> (city)
da, <i>to wind</i> (a watch or	el compañero, <i>the companion</i>
clock)	querer decir, <i>to mean</i> (lit., <i>to</i>
el recibo, <i>the receipt</i>	<i>wish to say</i> )
el cuñado (la cuñada), <i>the</i>	acostarse ( <i>acuesto</i> ), <i>to retire,</i>
brother-(sister-) <i>in-law</i>	<i>go to bed</i>
el cuidado, <i>the care</i> ; perder	despertar ( <i>despierto</i> ), <i>to</i>
cuidado, <i>not to be anxious</i>	<i>awake, call</i>
el honor, <i>the honor</i>	despertarse ( <i>despierto</i> ), <i>to</i>
la ocasion, <i>the occasion, op-</i>	<i>awake</i> (intrans.)
<i>portunity</i>	reirse (de), <i>to laugh</i> (at); (the
la cama, <i>the bed</i>	reflexive form of <i>reír</i> )





Enrique? 21. Pierda V. cuidado (*never fear*); vendrá pronto; siempre viene á tiempo. 22. Dudo de que venga á tiempo esta vez; vea V., ya son las tres ménos cuarto. 23. Señorita, ¿conoce V. á aquel caballero? 24. No, señor, no lo conozco. 25. Permita V. que se lo presente. 26. Señorita, tengo el honor de presentarle á V. el señor Don Pedro N. 27. Caballero, celebró la ocasion de conocer á V.<sup>2</sup> 28. Señorita, reconózcame V. por (*for*) su servidor.<sup>3</sup>

1. At what hour do you go to bed? 2. I always go to bed (go to bed always) very early. 3. Who calls (awakes) you in the morning? 4. My two companions slept yesterday until half-past nine; I mean, half-past eight. 5. Why do you laugh at me? 6. I do not laugh at you. 7. It has just struck (*acaban de dar*) ten; why do you not make haste? 8. What news (*noticias*) do you bring us, (Mr.) Francis? 9. Bad news; my poor friend is dead (has died). 10. When did he die? 11. He died last evening, but I did not hear of it (know it) until this morning. 12. (Mr.) Anthony, what have you done with (*de*) that money? 13. I gave it to the merchant, here is the receipt. 14. Where have you put my fan? 15. I put it on the bed in (*de*) your room. 16. (Mr.) Alexander, come here. 17. What do you wish of me? 18. Don't you wish to be introduced (that I introduce you, *pres. subj.*) to my cousin (fem.)? 19. You will do me a great favor. 20. When did you make the

1. There being already an object preceded by *á* (*á V.*) in the sentence, we use here *el* instead of *al*; *el señor Don*, etc., is the direct object, *á V.* the indirect one,—to introduce to you Mr. Peter N.

2. *I celebrate, i. e.*, I am very glad of, the opportunity to make your acquaintance.

3. *Recognize me for, i. e.*, consider me, your servant.

acquaintance of (when did you know) that gentleman?  
 21. I made his acquaintance last winter in the capital.<sup>1</sup>  
 22. I am going to (*á*) retire now. 23. Don't forget to (*de*)  
 wind your watch. 24. I never forget that (I forget it  
 never); good-night.<sup>2</sup>

## LESSON 20.

### ORTHOGRAPHIC CHANGES.

1.—The last consonant of the stem of a verb must always retain the sound which it has in the infinitive mood.<sup>3</sup> Hence, the addition of the different endings frequently necessitates a change in the spelling, which, however, cannot in itself be considered an irregularity, as it will be seen that many verbs, not classified as irregular, are subject to such changes.

Thus *pagar*,<sup>4</sup> to pay, in following the paradigm of *hablar*, would have in the preterite *pagé*; but since *g* before *e* is pronounced like the Spanish *j*, we must insert a *u*, to preserve the hard sound of *g* (see p. 6), and write *pagué* (pron.

1. In Spain, the capital is often called *la corte*, the court, as being the seat of the Royal Court.

2. The words *tenga V.* (or *tengan Vds.*) are often placed before these salutations; as, *tenga V. muy buenas noches*, *tenga V. muy buenos días*, etc.

3. Compare the foot-note on p. 44.—It is true that in *conduje* from *conducir*, *quise* from *querer*, *sepa* from *saber*, etc., the last consonant of the stem undergoes a change, but this is owing to a special irregularity which does not come within the scope of this lesson.

4. This and other verbs subject to changes in spelling have occurred in previous lessons, but were not used in the Exercises in any of the forms requiring such a change.

*pà-gě'*); thus also in the present subjunctive, *pague*, *pagues*, *pague*, *paguemos*, *pagueis*, *paguen*; and in the imperative, *paga*, *pague*, *paguemos*, *pagad*, *paguen*.

On the other hand, we write *sigo*, the first person of the present indicative of *seguir*, to follow (*e* changed to *i* as in *servir*), because when the *g* is not followed by *e* or *i*, it has its hard sound without the insertion of *u*. Thus also in the present subjunctive, *siga*, *sigas*, *siga*, *sigamos*, *sigais*, *sigan*; and in the imperative, *sigue*, *siga*, *sigamos*, *seguid*, *sigan*.

2.—In pursuance of the same rule we write:

*explicué*, first person preterite of *explicar*, in order to preserve the sound of *k*; thus also pres. subj. *explique*, *expliques*, etc.

*delinco*, first pers. pres. ind. of *delinquir*, to transgress, because the sound of *k* is represented by *c*, except before *e* and *i*, when *qu* must be used; thus also pres. subj. *delinca*, *delincas*, etc.

*corrijo*, first pers. pres. ind. of *corregir*, to correct (*e* changed to *i*, as in *servir*), because if we wrote *corrigo*, we should have the hard sound of *g*; thus also pres. subj. *corrija*, *corrijas*, etc.

*convenzo*, first pers. pres. ind. of *convencer*, to convince, because if we wrote *convenco*, we should have the sound of *k*; thus also pres. subj. *convenga*, *convengas*, etc.

*hizo*, third pers. preterite of *hacer* (see p. 111), because in *hico* we should have the sound of *k*.

*comencé*, first pers. preterite of *comenzar* (*comienzo*), to commence, because the *c* is preferred to *z* before *e* and *i*,

although both have the same sound (compare the footnote on p. 55); thus also pres. subj. *comience, comiencen*, etc.

NOTE.—The above changes in spelling are comprised in the following rules:

*a* Verbs ending in *gar* insert a *u* after the *g* before a termination beginning with *e* (see above, *pagar*);

*b*. Verbs ending in *car* change *c* to *qu* before a termination beginning with *e* (see *explicar*);

*c*. Verbs ending in *cer* or *cir* change *c* to *z* before a termination beginning with *a* or *o* (see *convencer*);

*d* Verbs ending in *ger* or *gir* change *g* to *j* before a termination beginning with *a* or *o* (see *corregir*);

*e*. Verbs ending in *guir* drop the *u* before a termination beginning with *a* or *o* (see *seguir*);

*f*. Verbs ending in *quir* change *qu* to *c* before a termination beginning with *a* or *o* (see *delinquir*):

*g*. Verbs ending in *zar* change *z* to *c* before a termination beginning with *e* (see *comenzar*).

3.—In all those terminations which begin with *i* followed by a vowel, the *i* is changed to *y*, whenever another vowel precedes it, because the *i* then really assumes the sound of Spanish *y* (English *y* consonant); as, *leer*, to read, third person preterite *leyó*, pl. *leyeron*; pres. part. *leyendo*; *huir*, to flee, *huyó*, *huyeron*, *huyendo*; but not, *e. g.*, in *siguió*, from *seguir*, because here the *u* is not pronounced, and consequently the sound preceding the *i* is not a vowel sound, but that of the consonant *g*.

NOTE.—If the *i* of the termination is accented, as in *leíamos*, *leáis*, it is not changed to *y*.

4.—Verbs ending in *uir* (the *u* being pronounced) not only change the *i* to *y* as stated in the preceding paragraph, but insert a *y* after the *u* in all those forms in which *pensar* inserts *i* before *e* (see p. 99); as,

## Huir, to flee.

Pres. Ind.	Pres. Subj.	Imperative.
huyo	huya	
huyes	huyas	huye
huye	huya	huya
huimos	huyamos	huyamos
huís	huyais	huid
huyen	huyan	huyan

NOTE.—Observe that verbs like *distinguir* and *delinquir* do not belong to this class, because in these verbs the *u* is silent; but *argüir*, to argue, in which the *u* is pronounced, is conjugated like *huir*; as, *arguyo*, *arguyes*, etc.

## DIRECTIONS AND QUESTIONS.

1.—Study No. 1. Write all the preterite, present subjunctive, and imperative of *llegar* and *sosegar* (see Vocabulary). Write all the present indicative of *seguir*. Write the present subjunctive and imperative of *seguir* without consulting the book.

2.—Study No. 2 and the “Note.” Write the singular of the preterite and all the present subjunctive and imperative of *buscar*. Write the singular of the present indicative, and all the imperative of *delinquir*, *corregir*, and *convencer*. Write the singular of the preterite and all the present subjunctive and imperative of *almorzar* and *empezar* (see Vocabulary).

3.—Study No. 3. Write the third person, singular and plural, of the preterite, and the present participle of *creer*, to believe.

4.—Study No. 4 and the “Note.” Write the paradigm of *huir* without consulting the book. Write the present indicative and subjunctive, the imperative, the third person, singular and plural, of the preterite, and the present participle of *destruir*, to destroy, and *argüir*, to argue.

## VOCABULARY.

el camino, <i>the way, road</i>	convencer, <i>to convince</i>
el peligro, <i>the danger</i>	corregir ( <i>corrijo</i> ), <i>to correct</i>
la sortija, <i>the ring</i>	comenzar ( <i>comienzo</i> ), <i>to com-</i>
el ladrón, <i>the thief, robber</i>	<i>mence, begin</i>
el <sup>1</sup> ama de casa, <i>the landlady</i>	empezar ( <i>empiezo</i> ), <i>to com-</i>
el periódico, <i>the newspaper</i>	<i>mence, begin</i>
Cartago, <i>Carthage</i>	leer, <i>to read</i>
el Romano, <i>the Roman</i>	destruir ( <i>destruyo</i> ), <i>to destroy</i>
Don Quijote, <i>Don Quixote</i>	llegar á saber, <i>to come to know,</i>
seguir ( <i>sigo</i> ), <i>to follow</i>	<i>to learn</i>
enseñar, <i>to show, teach</i>	tal, <i>such</i>
sosegar ( <i>sosiego</i> ), <i>to calm</i>	abajo, <i>below, down-stairs</i>
almorzar ( <i>almuerzo</i> ), <i>to break-</i>	arriba, <i>above, up-stairs</i>
<i>fast</i>	á toda priesa, <i>in great haste</i>
creer, <i>to believe</i>	por todas partes, <i>everywhere</i>
lograr, <i>to succeed</i>	para, <i>in order to</i>

REMARKS.—*Tal*, such, is the same for both genders. When the indefinite article is used, it precedes *tal*; as, *un tal hombre*, such a man; *una tal persona*, such a person; *tales hombres*, such men

1. ¿ Quiere V. que le pague esta cuenta ahora? 2. Me hará V. un gran favor. 3. Tengo miedo de que mi hermano no llegue á tiempo para ir á la tertulia del general. 4. Sígame V. ahora, que le enseñaré el camino. 5. ¡ Vamos! sosiéguese V., que no hay peligro. 6. Busque V. su bastón, que saldremos. 7. Es necesario que yo almuerce ántes de salir. 8. ¿ No ha almorzado V. aun? 9. Como toqué el piano anoche en el concierto, me acosté muy tarde y no me he despertado hasta las ocho de (*in*) la mañana. 10. Yo se

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1. See p. 18, 5.

lo dije á Don Felipe y no me creyó. 11. ¿ No ha logrado V. convencerle ? 12. ¿ Cómo quiere V. que yo convenza á un tal hombre ? 13. ¿ Cuántas veces quieren Vds. que se lo explique ? 14. ¿ Quiere V. que le (*for you*) corrija su ejercicio ? 15. Hallará V. muchas faltas. 16. ¿ Cuándo comenzó (*or* empezó) V. á tomar lecciones de español ? 17. Comencé (*or* empecé) el otoño pasado. 18. ¿ Qué hizo V. de (*with*) su sortija ? 19. La he regalado á mi primita. 20. ¿ Qué estaba V. haciendo toda la tarde ? 21. Estaba abajo en la sala, leyendo. 22. Luego que oyeron el ruido, los ladrones huyeron á toda priesa. 23. ¿ Sabes quien destruyó la ciudad de Cartago ?

1. Have you paid the landlady ? 2. I paid her yesterday. 3. Holloa ! (Mr.) Alexander, when did you arrive ? 4. I arrived evening before last. 5. Go ahead (*trans. go forward*), I will follow you (*trans. for I follow you*). 6. Have you looked for your ring ? 7. I looked for it everywhere, but did not succeed in finding (*trans. to find*) it. 8. At what hour did you breakfast yesterday ? 9. I breakfasted at nine o'clock. 10. Where is Johnny ? 11. He is up-stairs in his room ; he is reading. 12. Has he written (*trans. made*) his exercise ? 13. He made it before dining. 14. He wishes that you correct it for him (*for him, se lo*). 15. Did you explain that mistake to your pupil ? 16. I explained it to him two or three times ; I mean, I tried to explain it to him, but I do not know whether (*si*) he has understood me. 17. Has your sister read (the<sup>1</sup>) Don Quixote, by (*de*) Cervantes ? 18. She read it last summer.



19. She reads a great deal. 20. How did they learn (come to know) this news? 21. They read it in a newspaper. 22. As soon as he heard the noise, the robber fled in great haste. 23. The Romans destroyed the city of Carthage.

## LESSON 21.

### IMPERSONAL VERBS.

1.—Verbs denoting natural phenomena are used in the third person singular, as in English; as, *llueve*, it rains; *ha nevado*, it has snowed, has been snowing; *helará*, it will freeze, etc.

2.—Other verbs are also used in the third person singular only; as, *poco importa*, it matters little.

Some verbs may be used personally or impersonally, as we have seen in the case of *gustar*; as, *si V. gusta*, if you please; *¿le gusta á V.?* does it please you, do you like?

Some verbs change their meaning when used impersonally; as, *suceder*, to succeed, to follow; *el príncipe sucede á su padre*, the prince succeeds his father; *sucede* (impersonally), it happens.

NOTE.—The pronoun *it*, with impersonal verbs, is not translated in Spanish (compare p. 61).

3.—The third person singular of *haber* is used in all tenses in the sense of *there* (or *it*) *is*, *there are*, *there was*, *there will be*, etc.; in the present tense the form *hay* is generally used instead of *ha*; as, *hay, habia, habrá mucha gente*, there are, were, will be many people; *hay tres años*, it is three years (since, etc.); *el cinco de Junio habrá cuatro años*, on the fifth of June, it will be four years.

4.—*Hace*, the third person singular of *hacer*, is also used in the sense of *it is* ; as, *hace* (or *hay*) *dos años que no le he visto*, it is two years that I have not seen him.

It is also used to render the English *ago* ; as, *hace tres meses*, three months ago.

*Ha*, placed after the noun, is also used in the sense of *ago* ; as, *tres meses ha* (not *hay*), three months ago.

The third person singular of *hacer* is used also to speak of the weather and temperature ; as, *qué tiempo hace*, how is the weather (lit. *what weather does it make*) ? *Hace un tiempo muy hermoso*, it is very fine weather ; *hace frío*, it is cold ; *hace mucho calor*, it is very warm (lit. *it makes much warmth*).

### DEFECTIVE VERBS.

5.—Some verbs are used in certain tenses or persons only and are called *defective verbs*. The principal ones are :

a. *Placer*, to please ; preterite, *plugo* ; pres. subj. *plegue*. It is usually employed in certain set expressions ; as, *me place*, it pleases me ; *¡ plegue á Dios !* may it please God !

b. *Soler* (*suelo*), to use, to be wont, to be accustomed (the Latin *solere* or the German *pflegen*), is used only in the present and imperfect of the indicative ; as, *suelo* (or *acostumbro*) *almorzar á las ocho*, I am wont to breakfast, *i. e.*, I usually breakfast at eight o'clock ; *antes solia pasearme por la mañana*, formerly I used to take a walk in the morning.

c. *Yacer*, to lie, repose, is used in epitaphs ; as, *aquí yace*, etc., here lies, etc.

## DIRECTIONS AND QUESTIONS.

1.—Study Nos. 1 to 4. How are *haber* and *hacer* translated when used impersonally? Give examples.

2.—Study No. 5. Which are the principal defective verbs? Give an example with each.

## VOCABULARY.

la tempestad, <i>the storm</i>	anochecer ( <i>anochezco</i> ), <i>to grow dark</i>
el tiempo, <i>the weather</i>	cerrar ( <i>cierro</i> ), <i>to close</i>
el consejo, <i>the advice</i>	importar, <i>to matter</i>
el siglo, <i>the century</i>	bastar, <i>to be enough</i>
el placer, <i>the pleasure</i>	suceder, <i>to succeed</i> ; sucede (impersonally), <i>it happens</i>
la oficina, <i>the office</i>	pesar, <i>to weigh</i> ; me pesa (impersonally), <i>I am sorry</i>
el coronel, <i>the colonel</i>	faltar, <i>to be wanting</i> ; me falta, <i>I am wanting, I miss</i>
la boda, <i>the wedding</i>	convenir (see <i>venir</i> , p. 105), <i>to suit</i>
la gente, <i>the people</i>	agradar, <i>to please</i>
la comodidad, <i>the convenience, comfort</i>	excesivo, <i>excessive</i>
Juana, <i>Jane</i>	qué tal, <i>how</i>
parecer ( <i>parezco</i> ), <i>to seem</i>	en otro tiempo, <i>formerly</i>
llover ( <i>llueve</i> ), <i>to rain</i>	ademas, <i>moreover</i>
relampaguear, <i>to lighten</i>	
tronar ( <i>trueno</i> ), <i>to thunder</i>	
granizar, <i>to hail</i>	
nevar ( <i>nieva</i> ) <i>to snow</i>	
helar ( <i>hiela</i> ) <i>to freeze</i>	
amanecer ( <i>amanezco</i> ), <i>to grow light</i>	

REMARKS.—*Amanecer* and *anochecer* are sometimes used personally in the sense of *to be—in the morning, to be—in the evening*; as, *ayer amanecí en París y anocheceí en Colónia*, yesterday I was in Paris in the morning and in Cologne in the evening. This accounts for our giving above the first persons *amanezco* and *anochezco*, which show, moreover, that the subjunctive is *amanezca* and *anochesca*; see L. 18, 1.

1. Parece que lloverá esta tarde. 2. Ahora empieza á llover. 3. Ayer tuvimos una gran tempestad; relampagueó, tronó, llovió y granizó. 4. Nevaba mucho el invierno pasado. 5. En el invierno amanece muy tarde y anochece muy temprano. 6. Cierra las ventanas, Margarita, que hace demasiado frio. 7. ¿ Cree V. que hará buen tiempo mañana? 8. Creo que sí,<sup>1</sup> pero hará bastante (*rather*) frio. 9. No importa, basta<sup>2</sup> que no llueva. 10. Pierda V. cuidado, no lloverá. 11. En el verano pasado hacia mucho calor. 12. Aquí hace siempre un calor excesivo en el verano. 13. ¿ Cuánto tiempo hace que V. no ha visto á Don Felipe? 14. Debe haber (*or* hacer) más de un año. 15. Eso sucede en las grandes ciudades. 16. Le pesará (see L. 15, 3) no haber seguido su consejo de V. 17. Es muy buen hombre, pero le falta la experiencia (*he is wanting in experience*). 18. Hace un siglo (*an age*) que no le tengo el placer de ver á V. 19. ¿ Le conviene más vivir en esta parte de la ciudad? 20. Sí, porque la otra casa estaba muy lejos de mi oficina. 21. La hermana de Don Pedro va á casarse con un coronel. 22. ¿ Cuándo será la boda? 23. ¿ Habrá mucha gente en el teatro esta noche? 24. ¿ Qué tal le parece á V. (*how do you like*) la ópera nueva? 25. Me agrada mucho; pero no es nueva, la oí hace dos ó tres años. 26. En otro tiempo yo tambien solia ir al teatro muy á menudo.

1. In this country it rains very often, but it does not snow much in (the) winter. 2. It is not very cold here;

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1. Literally, *I believe that yes*; translate, *I believe so, or I think so*.

2. Literally, *it is enough that it may not rain*; translate, *as long as it does not rain*.

there is hardly ever any frost (trans. *it freezes almost never*). 3. It seems as if we should (trans. *that we shall*) have a storm this afternoon. 4. It does not matter as long as it does not hail (it is enough that it does not hail, *pres. subj.*). 5. In (the) summer it grows light very early and (it grows) dark very late. 6. Do you think (believe) that there will be (*hará*) bad weather to-morrow? 7. No, sir, I think that there will be good weather to-morrow, but it will be rather warm. 8. Jane, open the door and the windows, for it is too warm. 9. Yesterday it was excessively warm (it made an excessive warmth). 10. It is a long time that I have not seen you. 11. Yes, it seems to me that it must be more than a month. 12. When you lived in this part of the city, we used to see each other very frequently (often). 13. How (*qué tal* or *cómo*) does your new house suit you? 14. It suits me pretty (*bastante*) well, but I ought to (see L. 13, 4, Remarks, 1) have bought the other and am sorry not to have followed your advice. 15. I miss (*me faltan*) many comforts in this house and, moreover, there is not any garden. 16. Do you think (believe) that there will be many people at (*en*) the concert to-night? 17. I do not think (that<sup>1</sup>) there will be many, because it is too warm.

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1. The conjunction *that* must not be omitted in Spanish.

## LESSON 22.

## PASSIVE VOICE.

1.—The passive voice is formed by means of *ser*, to be, as auxiliary and the past participle of a principal verb, which agrees with the subject in gender and number ; as, *el hijo es amado*, the son is loved ; *la hija es amada*, the daughter is loved ; *los hijos (las hijas) son amados (amadas)*, the sons (daughters) are loved ; *los discípulos han sido alabados*, the scholars have been praised.

The English *by*, after a passive verb, is translated by *por* ; as, *el discípulo es alabado por su maestro*, the scholar is praised by his teacher. When the verb expresses a sentiment, *by* may be rendered by *de* ; as, *los hijos son amados de (or por) sus padres*, the sons are loved by their parents.

2.—The English passive, however, is often rendered in Spanish by the active verb accompanied by the reflexive pronoun *se* ; as, *este café se vende muy barato*, this coffee is sold (sells itself) very cheap.

This form is preferred when the agent from whom the action proceeds is not expressed. In regard to the agreement of the verb, we must distinguish between the following two cases :

a. When the subject does not designate a person, the verb agrees with it in number ; as, *estos guantes se venden á un peso el par*, these gloves are sold at one dollar a pair.

b. When the English subject designates a person, it becomes, in Spanish, the object preceded by *á*, while *se* is then considered as the subject and corresponds to the English *one* or *people* (the French *on* or the German *man*), and the verb remains in the singular ; as, *the diligent scholars*

*are praised*, *se alaba* (not *se alaban*) á los discípulos aplicados, *i. e.*, *one praises*, or *people praise*, the diligent scholars.

NOTE.—The reason for this distinction is that *los discípulos se alaban* (or *se alaban los discípulos*) might mean that the scholars praise themselves or each other, a misunderstanding which is not likely to occur in the case of impersonal subjects, as, *e. g.*, gloves cannot sell themselves or sell each other, etc. Compare *¿cómo se llaman estos muchachos?* how do these boys call themselves, *i. e.*, what are their names? and, *los muchachos están jugando en el patio* (*pä'tiö*); *cuando es tiempo de entrar, se los llama* (not *se llaman*): the boys are playing in the yard; when it is time to come in, one calls them (*i. e.*, the teacher calls them, they are called).

3.—*Se* is also used as a subject in many expressions, when it is not followed by an object; as, *se dice*, one says, people say, it is said (the French *on dit*); *no se sabe cuando el rey llegará*, one does not know, *i. e.*, it is not known when the king will arrive. With a reflexive verb *uno* is used as the subject; *uno se engaña á menudo*, one is often mistaken.

But we may also use the third person plural, as in English; as, *dicen*, they say; *me han dicho*, they have told me.

4.—The verb *to be*, however, in connection with a participle, cannot always be considered as a verb in the passive voice, as it expresses frequently a state already attained by the subject, in which case the participle is simply used as an adjective, and the verb *to be* must often be rendered by *estar* (see L. 2, 7, and L. 4, 1). In the sentence, *the banks are closed at three o'clock*, the verb *are closed* is in the passive voice, because we speak of an action exerted upon the subject, the sense being that *the bankers close the banks at three o'clock*; and we translate, *los bancos se cierran á las tres*; but if we say, it is too late to cash this check, because *the banks are now closed*, we use the word *closed* as an adjective, in the sense of *not open*, and as we speak of a temporary, accidental condition, the verb *to be* must be translated by *estar* (see top of p. 28): *los bancos están cerrados ahora*.

Thus also, *estos guantes están vendidos*, these gloves are sold, i. e., are no longer for sale, etc.

NOTE.—Some verbs have two forms for the past participle, a regular and an irregular one, the latter being usually employed as an adjective. For instance, *imprimir*, to print, has *imprimido* and *impreso*, and when we say *the book is printed* (i. e., *it is ready*), it is in Spanish, *el libro está impreso* (not *imprimido*).

#### DIRECTIONS AND QUESTIONS.

1.—Study No. 1. How is the passive voice formed in Spanish? How is the preposition *by* translated after a passive verb?

2.—Study No. 2 and the “Note.” What other way is there in Spanish to render the English passive voice? When is the form with *se* preferred? State the rules in regard to the agreement of the verb.

3.—Study No. 3.

4.—Study No. 4 and the “Note.” Is the verb *to be*, in connection with a past participle, always to be considered as the passive voice of a verb? How must we often translate *to be* when the participle is used as an adjective? When a verb has two forms for the past participle, which of them is usually employed as an adjective?

#### VOCABULARY.

el capítulo, <i>the chapter</i>	descubrir (p. p. <i>descubierto</i> ), <i>to discover</i>
el cuento, <i>the story</i>	
la manzana, <i>the apple</i>	tratar, <i>to treat</i>
la batalla, <i>the battle</i>	imprimir, <i>to print</i>
el incendio ( <i>in-thén' dīō</i> ), <i>the</i> <i>conflagration</i>	herir ( <i>hierō</i> ), <i>to wound</i>
el banco, <i>the bank</i>	hacerse ( <i>hacer</i> used reflexive- ly), <i>to be done, to become, to</i> <i>be getting</i>
la excepcion, <i>the exception</i> ; á excepcion, <i>with the ex-</i> <i>ception</i>	único, <i>only</i> (adj.)
Cristóbal Colon, <i>Christopher</i> <i>Columbus</i>	gravemente, <i>seriously</i>
Luis ( <i>loo-iss'</i> ), <i>Louis</i>	último, <i>last</i>
contar ( <i>cuento</i> ), <i>to count, to</i> <i>relate</i>	corto, <i>short</i>
	largo, <i>long</i>
	completamente, <i>completely</i>
	por, <i>by</i>



1. Este capítulo no nos ha sido jamás explicado por nuestro maestro. 2. Casi todos estos cuentos nos han sido contados por nuestra abuela. 3. Anita es muy amada (*or querida*) de sus condiscípulas. 4. América fué descubierta por Cristóbal Colon en el año 1492. 5. ¿ Á cuánto (*at how much*) se venden esas manzanas? 6. Se venden á diez centavos la libra (*a pound*). 7. Estos ejercicios deben (see L. 11, Remarks, 3) escribirse en casa. 8. ¿ Se habla español aquí? 9. ¿ Á qué hora se almuerza en su casa de V.? 10. ¿ De qué se trata?<sup>1</sup> 11. ¿ Cuándo llegará el presidente? 12. No se sabe, *or* ¿ quién sabe?<sup>2</sup> 13. Con (*by*) eso se ganará poco. 14. Para aprender bien una lengua, se debe leer mucho. 15. ¿ Cómo se llama esto en español? 16. ¿ Cuándo se imprimirá su libro de V.? 17. Ya está impreso. 18. El único hijo del conde está gravemente herido. 19. Fué herido en la última batalla. 20. Esto no debe hacerse así. 21. Los días se hacen cortos, pronto tendremos el invierno.

1. The diligent scholars are praised by their teachers. 2. Joseph and Louis are very much liked (trans. *are very loved*) by their schoolmates. 3. Our beautiful theater<sup>3</sup> was completely destroyed (destroyed completely) by fire (trans. *by a conflagration*). 4. These lessons must be studied well. 5. The king's sons are expected to-day, but it is not known at what hour they will arrive. 6. French is spoken here

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1. Literally, *of what does one treat?* i. e., what is the question at issue? but often used in the sense of *what do you wish, what can I do for you, what is the matter?* It is the French *de quoi s'agit-il?* or the German *worum handelt es sich?*

2. ¿ *Quién sabe?* which means literally, *who knows?* is often used in the sense of *it is not known, or, I do not know.*

3. Put the adjective before the noun.

(trans. *here one speaks French*). 7. How is this called in French ? 8. Our dinner hour is six o'clock (trans. *in our house one dines at six*). 9. Are not the banks closed now ? 10. Yes, sir, they are closed every day at three o'clock in (*de*) the afternoon, with the exception of (the<sup>1</sup>) Saturday. 11. When will the count's horses be sold ? 12. They are already sold. 13. The days are getting (*se hacen*) long, soon (*pronto*) we shall have (the<sup>1</sup>) summer. 14. What has become (trans. *has made itself*) of your friend ? It is (*makes*) two or three months that I have not seen him.

## LESSON 23.

### POR AND PARA.

1.—As we have seen in the last lesson, the preposition *por* is used to render the English *by*. *Por* is also used in the sense of:

a. *Through* ; as, *deben pasar por esta calle*, they must pass through this street ;

b. *By way of* ; as, *volverá por Inglaterra*, he will return by way of England ;

c. *On account of* ; as, *por el mal tiempo no pude salir*, on account of the bad weather I could not go out ; and

d. *Instead of* ; as, *iré por V.*, I shall go instead of you.

2.—In many cases, however, *por* is translated by *for*, and as there is another Spanish preposition, *para*, which also means *for*, we must give certain rules for the correct employment of each.

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1. Use the article in Spanish.

*For* is translated by *por* :

a. To denote the price of anything ; as, *pide cinco mil pesos por la casa*, he asks five thousand dollars for the house ; also in speaking of an exchange ; as, *me dió este diccionario por mi gramática*, he gave me this dictionary for my grammar ;

b. To denote duration of time ; as, *iré al campo por tres semanas*, I shall go to the country for three weeks ;

c. In the sense of *in favor of* ; as, *hablaré al rey por V.*, I shall speak to the king for you ;

d. To denote estimation ; as, *pasa (or lo toman) por rico*, he passes (or they take him) for rich (he is thought to be rich) ;

e. In the expressions *to go for, send for, call for, ask for*, etc. ; as, *vé por pan*, go for (go and get) some bread ; *he enviado por el médico*, I have sent for the physician ; *la criada vendrá por mí*, the servant will come (call) for me.

3.—*For* is translated by *para* :

a. In the sense of *intended for* ; as, *esta carta es para V.*, this letter is for you ;

b. To denote direction ; as, *el sábado próximo partiré (or saldré) para Europa*, next Saturday I shall depart for Europe ;

c. To designate a certain time (but not *duration* of time, see above, 2, b.) ; as, *lo dejaré para mañana*, I shall leave it for to-morrow ; *vendrá para Navidad*, he will come for Christmas ;

d. In the sense of *considering* ; as, *es muy débil para su edad*, he is very weak for (considering) his age.

4.—*Para* is often used before infinitives :

a. In the sense of *in order to* ; as, *no se vive para comer*, one does not live in order to eat ;

b. In the sense of *intended for* ; as, *papel para escribir*, paper for writing (writing-paper) ;

c. In the sense of *about to*; as, *estoy para partir*, I am about to depart.

*Por*, preceded by *estar* and followed by an infinitive, shows that the action expressed by the infinitive is still to be performed; as, *este cuarto está por barrer*, this room is for sweeping, *i. e.*, it is (still) to be swept; *el caballo está por vender*, the horse is to be sold, is for sale.

5.—*Valer*, to be worth, has the following special irregularities:

Pres. Ind. *Valgo, vales, vale, valemós, valeis, valen.*

Imperfect. *Valia, valias, etc.*

Preterite. *Valí, valiste, etc.*

Future. *Valdré, valdrás, valdrá, etc.*

Pres. Subj. *Valga, valgas, valga, etc.*

Imperative. *Vale, valga, valgamos, valed, valgan.*

Pres. Part. *Valiendo.*

Past. Part. *Valido.*

### DIRECTIONS AND QUESTIONS.

1.—Study Nos. 1 and 2. How may the preposition *por* be translated in English? When is *for* translated by *por*?

2.—Study Nos. 3 and 4. When is *for* translated by *para*? How is *para* translated before an infinitive? What meaning does *por* impart to an infinitive?

3.—Translate the following: (1) This book is for me. (2) I bought it for two dollars. (3) Can you lend it to me for two or three days? (4) With great pleasure (*con mucho gusto*), but I need it (*lo necesito*) for Monday. (5) I shall send for it on Saturday. (6) He was about to depart (*salir*) for Boston, but could not go on account of the storm. (7) Will he go by way of Albany? (8) No, he will pass through our city. (9) The exercise is (still) to be written. (10) I was about to write it, but I have neither pen nor pencil to write it with (*trans. in order to write*).

## VOCABULARY.

la plaza, <i>the (public) square</i>	California, <i>California</i>
el modo, <i>the mode, manner</i> ;	el Istmo de Panamá, <i>the</i>
de todos modos, <i>by all</i>	<i>Isthmus of Panama</i>
<i>means, at any rate</i>	la Florida ( <i>flō-rē'dà</i> ), <i>Florida</i>
la aduana, <i>the custom-house</i>	Navidad, <i>Christmas</i>
el tribunal, <i>the court</i> (of justice)	alquilar, <i>to let, hire, rent</i>
el juez, <i>the judge</i>	derecho, <i>right</i> ; la derecha,
el alquiler, <i>the rent</i>	<i>the right hand</i>
el duque, <i>the duke</i>	izquierdo, <i>left</i> ; la izquierda,
la duquesa, <i>the duchess</i>	<i>the left hand</i>
un hombre de bien, <i>an honorable man</i>	fuerte, <i>strong</i>
Boston, <i>Boston</i>	débil, <i>weak</i>
	por dónde, <i>which way</i>

1. ¿ Por dónde se va á la plaza ? 2. Pase V. por esta calle, y cuando llegue á la esquina, vuelva V. á la derecha. 3. ¿ Dónde pasará V. el verano ? 4. No lo sé todavía, pero de todos modos saldré de Nueva York por dos meses. 5. Yo debia ir á la aduana hoy, ¿ no puede V. ir por mí ? 6. Lo siento mucho, pero es preciso que yo vaya al tribunal para hablar al juez por Don Manuel. 7. ¿ Está por alquilar esta casa ? 8. Sí, señor. 9. ¿ Cuánto pide V. por el alquiler ? 10. Vale novecientos pesos al año,<sup>1</sup> pero á V. se la daré por ochocientos. 11. ¿ Habla español su hermano de V., el profesor ? 12. Sí, señor, y tan (*so*) bien, que en Madrid le tomaron muchas veces por Español. 13. Un caballero pregunta por V. 14. Esta tarjeta es para V. 15. Estoy para salir ; tengo que hablar á mi abogado.

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1. Literally, *at the year* ; translate *a year*.

16. Está para llover; déjelo V. para mañana. 17. El duque y la duquesa salieron para Madrid anoche. 18. Este niño es muy fuerte para su edad. 19. Esta cuenta está por pagar, ¿ qué razon (*reason*) tiene V. para no pagarla ?

1. My nephew will return from Paris by way of England ; then (*entonces*) he will go to Boston for a week or two, and then (*después*) to California by way of the Isthmus of Panama. 2. Does one pass through this street, in order to go to the post-office ? 3. Yes, sir, and when you arrive (*subj.*) at the second corner, turn to the left. 4. I ought to go to the court to-day. 5. Can I not go instead of (for) you ? 6. Is your neighbor an American ? I took him for a Frenchman. 7. I do not know that merchant very well, but he has the reputation of being an honorable man (*trans. he passes for honorable man*). 8. Is this house for sale ? 9. Yes, they ask twenty-two thousand dollars for it. 10. Do you think (believe) that it is worth that much (*tanto*) ? 11. My little girl (*niñita*) is ill, I am going to send for a physician. 12. She is very weak for her age. 13. Here is (*aquí hay*) a letter for you. 14. It is from my father. 15. He will arrive here for Christmas, and on the second of January we shall leave (*saldremos*) for Florida.

## LESSON 24.

## THE CONDITIONAL MOOD.

1.—The *Conditional Mood* corresponds to the English *potential* with the auxiliaries *should* and *would*, and is formed by changing the ending *é* of the future to *ia* ; as,

hablar, <i>future</i>	hablar-é	<i>conditional</i>	hablar-ia
comer	“ comeré	“	comeria
tener	“ tendré	“	tendria
decir	“ diré	“	diria

The *Conditional* is conjugated as follows :

		Endings.
hablaria (à-blà-rē'à)	I should	ria
hablarias (à-blà-rē'àss)	thou wouldst	rias
hablaria (à-blà-rē'à)	he would	ria
hablaríamos (à-blà-rē'à-moss)	we should	ríamos
hablaríais (à-blà-rē'íss)	you would	ríais
hablarian (à-blà-rē'àn)	they would	rian

## THE IMPERFECT OF THE SUBJUNCTIVE.

2.—The *Imperfect of the Subjunctive* is formed by changing the last three letters of the third person plural of the preterite (*-ron*), into *ra* or *se* ; as,

hablar, <i>preterite</i>	habla-ron	<i>imperf. subj.</i>	habla-ra or	habla-se
comer	comieron	"	comiera	comiese
tener	tuvieron	"	tuviera	tuviese
decir	dijeron	"	dijera	dijese

The two forms are conjugated as follows :

				Endings. <sup>1</sup>	
hablara	hablase	(if) I spoke	ra	se	
hablaras	hablases	thou spokest	ras	ses	
hablara	hablase	he spoke	ra	se	
habláramos	hablásemos	we spoke	ramos	semos	
hablárais	habláseis	you spoke	rais	seis	
hablaran	hablasen	they spoke	ran	sen	

3.—The *Imperfect of the Subjunctive* is most frequently used in conditional clauses after *if*, when the English verb is in the past or past perfect tense, and it is merely a matter of taste whether we employ the form in *ra* or that in *se*; in the principal sentence the conditional is used; as, *si yo tuviera or tuviese el dinero, se lo prestaría á V.*, if I had the money, I should lend it to you; *si yo hubiera or hubiese tenido el dinero, se lo habría prestado á V.*, if I had had the money, I should have lent it to you.

The form in *ra* may be substituted also for the conditional; in the above sentences we might also say, *se lo prestara (hubiera prestado) á V.*, I should lend (have lent) it to you.

4.—The *Imperfect of the Subjunctive* is also used after the verbs, expressions, and conjunctions enumerated in L. 16, 3, *a*, *b*, and *c* (p. 93), when the verb of the principal sentence is in the imperfect, preterite, pluperfect, or conditional; as, *yo deseaba (deseé or había deseado) que mi hijo*

1. In the first conjugation the endings are preceded by *a* (*ara, ase*), in the second and third by *ie* (*iera, iese*).



*aprendiera* (or *aprendiese*) *el español*, I wished (had wished) that my son should learn Spanish ; *fué menester que le escribiera* (or *escribiese*), it was necessary that I should write to him ; *no se levantaria, aunque le llamara* (or *llamase*), he would not rise, though I should call him.

5.—The Spanish language has also a *Future Subjunctive* ending in *re*, which is sometimes used when the verb in the principal sentence is in the future, conditional, or imperative ; as, *no se lo prestaré, aunque me lo pidiera*, I shall not lend it to him, although he (may) ask me for it. But as it is rarely used and we may always employ the present subjunctive<sup>1</sup> in its stead (*aunque me lo pida*), this form is not of any practical importance for the beginner.

#### DIRECTIONS AND QUESTIONS.

1.—Study No. 1. To what mood of the English verb does the Spanish Conditional correspond ? How is it formed ? Write the Conditional of *hablar* without consulting the book. Write the Conditional of *vivir*. Write the first person singular of the Conditional of *estar*, *haber*, *ir*, *poder*, and *querer*.

2.—Study No. 2. How is the Imperfect of the Subjunctive formed ? Write both forms of the Imperf. Subj. of *hablar* without consulting the book. Write both forms of the Imperf. Subj. of *vivir*. Write the first person singular of the Imperf. Subj., both forms, of *estar*, *haber*, *ir*, *poder*, *querer*, and *saber*.

3.—Study No. 3. In what clauses is the Imperfect Subjunctive used ? May we use either form ? Which form may be substituted for the Conditional ?

4.—Study No. 4. When is the Imperf. Subjunctive used after the verbs, etc., enumerated in L. 16, 3 ? Review the rules there given. Read No. 5.

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1. Or, after *if*, the present indicative, *si me lo pide* ; see p. 93, last paragraph but one.

## VOCABULARY.

el servicio, <i>the service</i>	la direccion, <i>the address</i>
el lugar, <i>the place</i>	el cajero, <i>the cashier</i>
el tenedor de libros, <i>the book-keeper</i>	el carruaje, <i>the carriage</i>
el vapor, <i>the steam, steam-boat</i>	el traje, <i>the suit of clothes</i>
el viajero, <i>the traveler</i>	la promesa, <i>the promise</i>
el almuerzo, <i>the breakfast</i>	necesitar, <i>to need</i>
la suma, <i>the sum</i>	guardar, <i>to keep</i>
	por esto, <i>for that reason</i>
	hasta que, <i>until (conjunction)</i>

REMARKS. 1.—*Deberia*, the conditional of *deber*, is used in the sense of *I should* or *ought to* (the same as *debía*; see p. 78, Remarks, 1).

2.—The English *could*, in the sense of *I was able*, is *podia* or *pude*; in the sense of *I should be able*, it is *podria* or *pudiera*; and *if I could* (if I were able) is, *si yo pudiera* or *pudiese*.

3.—*I should like* is translated by *querria* or *quisiera* (from *querer*).

1. Si Don José no estuviese (*or* estuviera) obligado á salir para Boston, le convidaria (*or* convidara) á la tertulia para esta noche. 2. Me haria V. un gran servicio, si hablase por mí al presidente. 3. ¿Qué haria V., si se hallase en mi lugar? 4. Si lo supiera su papá de V., se alegraria mucho. 5. V. deberia escribirle ahora mismo. 6. Por la gran tempestad no pudimos venir. 7. Si no hiciese tanto frio, podriamos dar una vuelta. 8. ¿Adónde querrian Vds. ir? 9. ¿No puede V. venir con nosotros, Don Guillermo? 10. Iria de muy buena gana, si pudiese. 11. Si mi tenedor de libros no estuviese enfermo, yo podria salir en el vapor de esta tarde. 12. Fué presiso que salieramos de Madrid en el tren de las cuatro, y por esto no

podimos esperar (*wait*) hasta que Don Antonio volviese de su viaje. 13. El viajero mandó que se le trajese el almuerzo á las siete. 14. Yo no le habria reconocido, si él no me hubiese hablado.

NOTE.—In the following exercise, the beginner may dispense with the form in *ra* and use only the Conditional (in *ria*) and the Imperfect Subjunctive in *se*.

1. I should lend you this small (*pequeña*) sum with great pleasure, if I did not need it myself (*yo mismo*). 2. Would you write to him, if you knew his address? 3. If I were acquainted (if I knew) the duke, I should speak to him for you. 4. If I spoke Spanish, I should go to Spain. 5. If you were once (*una vez*) in Spain, you would speak it very soon (*pronto*). 6. On account of the bad weather, the colonel's sister could not come. 7. If it did not rain, we might (*podríamos*) go to the concert. 8. Would you like to go, if I ordered (*mandase por*) a carriage? 9. If our cashier had returned from the country, I could depart (*salir*) on (*en*) this steamer. 10. If the tailor had brought me my new suit, I should go to the ball with you. 11. If I had given him this promise, I should keep it. 12. If you had called (awaked) me in time, I should have risen. 13. Sir, you ordered that I should call you at seven o'clock.

## LESSON 25.

## COMPARISON OF ADJECTIVES AND ADVERBS.

1.—The *Comparative* is formed by means of *más*, more, and *ménos*, less ; as, *más rico*, richer ; *más aprisa*, more quickly ; *ménos costoso*, less expensive.

2.—The *Superlative* is formed by prefixing the definite article (or another modifying word) to the comparative ; as, *el más rico*, the richest ; *la más hermosa*, the handsomest, most beautiful ; *el ménos costoso*, the least expensive ; *mi más íntimo amigo*, my most intimate friend.

NOTE. 1.—When an adjective in the superlative follows a noun that is preceded by the definite article, the latter is not repeated (as it is in French) ; as, *el comerciante más rico* (not *el más rico*), the richest merchant.

2.—The English *in* after a superlative is rendered in Spanish by *de*, of ; as, *el comerciante más rico de la ciudad*, the richest merchant in the city.

3.—The following adjectives form their comparatives and superlatives in an irregular manner ; as,

bueno, <i>good</i>	mejor, <i>better</i>	el (la) mejor, <i>the best</i>
malo, <i>bad</i>	peor, <i>worse</i>	el peor, <i>the worst</i>
grande, <i>great</i>	mayor, <i>greater</i>	el mayor, <i>the greatest</i>
pequeño, <i>small</i>	menor, <i>smaller</i>	el menor, <i>the smallest</i>

NOTE.—When speaking of size, the regular forms *más grande* and *más pequeño* should be used ; *mayor* means *greater*, *more important*, and also *older* ; *menor* means *smaller*, in the sense of *less important*, *more insignificant*, and also *younger*.

Of *bueno* and *malo*, however, the irregular forms should always be used in preference to *más bueno* or *más malo*.

4.—The Spanish language has also a *Superlative Absolute*, which expresses merely a very high degree, without any idea of comparison, and is formed by adding *ísimo* to the

adjective ; as, *hábil*, skilful ; *habilísimo*, very or extremely skilful (stronger than *muy hábil*).

The final vowel is dropped before adding *ísimo* ; as, *caro*, dear ; *carísimo*, very dear ; *mucho*, much, *muchísimo*, very much.

The superlatives in *ísimo* form their feminine and plural like adjectives ; *carísimo*, *carísima*, *carísimos*, *carísimas* ; they have also an adverbial form in *mente* ; as, *cortesisísimamente*, most politely, in an extremely polite manner.

NOTE. 1.—Adjectives ending in *co* change *c* to *qu* before adding *ísimo*, those in *go* insert a *u*, and those in *z* change it to *c* ; as, *rico*, *riquísimo* ; *largo*, *larguísimo* ; *feliz*, *felicísimo*.

2.—The following are irregular :

amable, *amabilísimo*

bueno, *bonísimo*

fuerte, *fortísimo*

magnífico, *magnificentísimo*

nuevo, *novísimo*

pobre, *paupérrimo*

salubre, *salubérrimo*

Other irregularities will be found in the Appendix.

3.—The Superlative Absolute is sometimes formed by means of *más* ; as, ; *qué error más grave* ! What a most serious (i. e., very serious) mistake !

5.—*Tan-como* corresponds to the English *as-as*, *tanto-como* to *as much-as* ; as, *ella es tan hermosa como su hermana*, she is as beautiful as her sister ; *la quiero tanto como á su hermana*, I like her as much as her sister.

*Cuanto* is sometimes used instead of *como* ; as, *él no tiene tantos discípulos cuantos tenía en otro tiempo*, he has not as many pupils as (he had) formerly.

6.—Adjectives are sometimes used as nouns of the neuter gender, preceded by the article *lo* ; as, *lo bueno*, the good, i. e., that which is good ; *lo malo*, that which is bad.

*Mejor* and *peor* are frequently thus used ; as, *lo mejor sería escribirle*, the best (thing) would be to write to him ; *lo peor es que no llegará á tiempo*, the worst (of it) is that he will not arrive in time.

## DIRECTIONS AND QUESTIONS.

1.—Study Nos. 1 and 2 and the “Note.” How is the Comparative formed? How the Superlative? How is the English *in* after a Superlative translated in Spanish?

2.—Study No. 3 and the “Note.” What are the irregular forms of the Comparative of *bueno*, *malo*, *grande*, and *pequeño*? In what sense are *mayor* and *menor* used?

3.—Study No. 4. What is meant by a Superlative Absolute? How is it formed?—Study the “Note.” What changes in spelling occur in forming the Superlative Absolute of certain adjectives? What is the Superlative Absolute of *amable*, *bueno*, *fuerte*, *magnífico*, *nuevo*, *pobre*, *salubre*?

4.—Study No. 5. How are the English *as—as* and *as much—as* translated in Spanish?—Study No. 6. What article is used before adjectives, when they are employed as nouns of the neuter gender?

## VOCABULARY.

la facilidad, *the facility,*  
*fluency*

la prueba, *the proof*

el elefante, *the elephant*

la ballena, *the whale*

el animal, *the animal*

el mundo, *the world*

la naranja, *the orange*

la costa, *the coast*

el interior, *the interior*

la alfombra, *the carpet*

el almacén, *the store*

la clase, *the class*

el autor, *the author*

Eduardo, *Edward*

Catalina, *Catherine*

Emilia, *Emily*

ofrecer, (*ofrezco*), *to offer*

alto, *tall, high*

amable, *amiable*

dulce, *sweet*

salubre, *salubrious, healthful*

rico, *rich*

costoso, *expensive*

docto, *learned*

atento, *attentive*

correctamente, *correctly*

á lo ménos, *at least*

cuanto más—tanto más, *the*

*more—the more*

1. Tu primo Eduardo es más joven que tú, pero es mucho más alto. 2. ¿No tiene V. guantes más baratos? 3. No, señora, éstos son los más baratos. 4. Catalina habla el español con más facilidad que Emilia, pero ésta (*the latter*) lo habla más correctamente. 5. ¿Cómo está su madre de V.? 6. Está mucho mejor hoy, pero está aun debilísima. 7. Esta es la mejor prueba que yo puedo ofrecerle á V. 8. Carlos es el mayor de mis hijos, Emilita es la menor. 9. No podría V. hacerme mayor favor. 10. Lo haré con muchísimo gusto (*or* con el mayor gusto). 11. El elefante y la ballena son los animales más grandes del mundo. 12. Mi amiga Luisa no es tan hermosa como su hermana, pero es amabilísima; la quiero muchísimo. 13. Estas naranjas son más grandes que aquéllas, pero no son tan dulces. 14. Aquí en la costa el clima no es tan salubre como en el interior. 15. Cuanto más tenemos, tanto más queremos tener.

1. Charlotte is more beautiful than her sister, but she is not so amiable. 2. Edward's uncle is the richest merchant in the State, at least he is said to be (he passes for) the richest. 3. This is the least expensive<sup>1</sup> carpet in the store. 4. Mr. Peralta's house is the largest in the city. 5. Your house is smaller, but it has greater conveniences. 6. They say that the general's wife is much worse to-day. 7. Yesterday she was much better. 8. Our professor is very learned and has always as many pupils as he wishes. 9. This work is very good (*superl.*), but they say that the last work of the same author is very bad.

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1. Put the adjective after the noun.

10. Your nephew is the most diligent<sup>1</sup> and most attentive<sup>1</sup> scholar in the class. 11. The more we study the more we learn.

## LESSON 26.

### POSSESSIVE PRONOUNS.

1.—The *Possessive Pronouns* are the following:

el mio, <i>mine</i>	el nuestro, <i>ours</i>
el tuyo, <i>thine</i> (yours)	el vuestro, <i>yours</i>
el suyo, <i>his, hers, theirs, yours</i>	

They form their feminine and plural like adjectives (*el mio, la mia, los mios, las mias*) and agree in gender and number with the object possessed, not with the possessor; in speaking, for instance, of a pencil, we translate *his, hers, or theirs* by *el suyo*, because pencil is masculine and singular (*el lápiz*); in speaking of several pens, we translate *his, hers, or theirs*, by *las suyas*, because the word *pens* is feminine and plural (*las plumas*); etc.

2.—*El tuyo* and *el vuestro* correspond to the personal pronouns *tú* and *vosotros* (see L. 3, 1); as, *yo tengo mi lápiz, ¿tienes (tú) el tuyo?* I have my pencil, have you yours? *Él ha hecho su deber, ¿habéis (vosotros) hecho el vuestro?* He has done his duty, have you done yours?

3.—When speaking to persons whom we address by *usted* (or *ustedes*), we translate *yours* by *el suyo*, provided that the meaning is sufficiently determined by the context; as, *yo tengo mi paraguas, ¿tiene V. el suyo?* I have my umbrella, have you yours? But if this is not the case, the words

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1. Place the adjectives after the noun.



*de V.* must be added ; as, *Cárlos tiene mi paráguas y el suyo de V.*, Charles has my umbrella and yours. *Suyo*, however, is then usually omitted, and we say simply *el* (*la, los, las*) *de V.* (or *de Vds.*)

4.—Besides meaning *yours*, *el suyo* may also mean *his, hers, or theirs*. Frequently the context leaves no doubt as to which of these meanings we intend to convey ; *Cárlos tiene mi paráguas y el suyo*, without any previous conversation, will be understood to mean, *Charles has my umbrella and his* (own). If, however, any doubt might arise as to the meaning of *suyo*, we must replace it by *de él*, of him, *de ella*, of her, *de ellos* or *de ellas*, of them ; as, ¿ *tiene V. los paráguas de Cárlos y Luisa?* Have you the umbrellas of Charles and Louisa? *Tengo el de él y el de V., pero no tengo el de ella*, I have his and yours, but I have not hers.

5.—Thus, also, when the meaning of the possessive adjective *su* is not sufficiently determined by the context, we place *de él, de ella, de ellos, or de ellas*, after the noun ; as, *él no tiene su libro de ella, tiene el de él*, he has not her book, he has his.

NOTE. 1.—After the verb *to be*, in the sense of *to belong*, the possessive pronouns need not be preceded by the article ; as, *este caballo es mio*, this horse is mine.

2.—In addressing anybody, the form *mio* is used in Spanish and placed after the noun ; as, *amigo mio* (not *mi amigo*), *te digo*, etc., my friend, I tell you, etc.

The form *mio, tuyo* or *suyo* is also often used in Spanish when a special emphasis rests on the English possessive adjective ; as, *no es culpa suya*, it is not his fault.

3.—In such expressions as, *a friend of mine*, the word *of* is not translated in Spanish ; we say, *un amigo mio*, not *de mio*.

4.—The neuter *lo mio, lo tuyo*, etc., is used substantively in the sense of *that which is mine, thine*, etc. ; *Lo mio y lo tuyo*, mine and thine ; *lo suyo*, that which is his, i. e., his property, etc.

## DEMONSTRATIVE PRONOUNS.

6.—The adjectives *este*, *ese*, and *aquel* retain the same form when used as pronouns, except that *éste* and *aqué*l are accented; *éste*, *ésta*, *éstos*, *éstas*; *aqué*l, *aqué*lla, *aqué*llos, *aqué*llas.

The word *one* in the English *this one*, *that one*, is not translated in Spanish.

7.—The English *that*, followed by *of* and a noun, as in *I have my cane and that of my brother*, is not translated by *ese* or *aqué*l, but by the article, agreeing in gender and number with the noun understood; as, *tengo mi baston y el (baston) de mi hermano*; thus, also, *tengo mis libros y los (libros) de mi hermano*, I have my books and those of my brother.

NOTE.—An English noun in the possessive case, modifying a noun understood, as in *I have my cane and my brother's*, *he has his grammar and his cousin's*, must always be translated in Spanish by the article, followed by *de*; as, *tengo mi baston y el de mi hermano*, *él tiene su gramática y la de su primo*.

On the translation of *that* followed by a relative, see L. 27, 4.

## DIRECTIONS AND QUESTIONS.

1.—Study No. 1. With what word do possessive pronouns agree in gender and number?

2.—Study Nos. 2 and 3. How would you say, *I have my grammar, have you yours?* in speaking to (1) A near relative, (2) A gentleman with whom you are not on intimate terms, (3) Several persons (*yours* referring to several grammars).

How would you say, in referring to a grammar, *I have mine, I have not yours*, in speaking to (1) A gentleman with whom you are not on intimate terms, (2) Several persons (*yours* referring to several grammars)?

3.—Study Nos. 4 and 5. Translate the following: (1) Johnny has just gone to school with his sister. Have they taken their grammars?

(2) I have his and mine, but I cannot find hers. (3) Is this his arithmetic (*aritmética*) or hers?

4.—Study the "Note." Translate the following: (1) These horses are mine. (2) My son, you must not spend so much money. (3) A cousin of mine.

5.—Study Nos. 6 and 7 and the "Note." How is the English *that*, followed by *of* and a noun, translated in Spanish? How must we translate an English noun in the possessive case, modifying a noun understood?

### VOCABULARY.

la ganancia, <i>the gain</i>	el pelo, <i>the hair</i>
el mueble, <i>the piece of furniture</i> ; los muebles, <i>the furniture</i> (of a room, etc.)	la Bolsa, <i>the (stock-) exchange</i>
el brazalete, <i>the bracelet</i>	el dibujo, <i>the drawing</i>
el (la) conocido (-a), <i>the acquaintance</i>	el (la) pariente, <i>the relative</i>
el empleo, <i>the employment, situation</i>	tardar, <i>to delay, tarry</i>
la guerra, <i>the war</i>	mostrar ( <i>muestro</i> ), <i>to show</i>
la culpa, <i>the fault, guilt</i>	dibujar, <i>to draw</i>
	contener (conjugated like <i>tener</i> ), <i>to contain</i>
	elegante, <i>elegant</i>

1. Su ganancia de V. en aquel asunto fué mayor (*or* más grande) que la mia. 2. ¡ Amigo mio !, V. se engaña, estoy seguro de<sup>1</sup> que la suya fué mucho mayor (*or* mucho más grande). 3. Sus muebles de Vds. son mucho más elegantes que los nuestros. 4. ¿ No es hermoso el brazalete de la señorita Carlota ? 5. Sí, pero el de V. me gusta aun más que el de ella. 6. ¿ Ha consultado V. á

1. After *seguro* the preposition *de* is placed before the conjunction *que*, as after *dudar* and *tener miedo*, see Foot-note 1, p. 97.

nuestro abogado ? 7. He consultado el<sup>1</sup> mio, pero no al de Vds. 8. Don Enrique y la señorita Emilia son muy amigos (*great friends*). 9. Su padre de él y su tio de ella eran discípulos. 10. ¿ Quién es aquel caballero ? 11. Es un conocido mio ; busca un empleo, porque ha perdido casi todo lo suyo en la guerra. 12. He tardado mucho (*I am very late*), pero no es culpa mia. 13. El pelo de mi tio es blanco, pero el de mi padre es aun negro. 14. Mi papá y el de Federico salieron á eso de<sup>2</sup> las diez, para ir á la Bolsa. 15. Beso á V. la mano, caballero. 16. Beso á V. la suya.

1. Your professor is more learned than mine. 2. My cousin's grammar is better than ours. 3. This cane is not mine, have you yours ? 4. I shall take my brother's, he does not need it now. 5. Is this his umbrella ? 6. No, sir, this is my little nephew's, my brother has lost his. 7. Here are my drawings ; show me yours (thine) now. 8. I do not draw, but my sister draws very well ; I shall show you hers. 9. Have you corrected George's exercises and those of his sister ? 10. Yes ; hers never contain as many mistakes as his. 11. Charlotte is a friend of mine. 12. That gentleman is a relative of hers. 13. His mother and her father are cousins. 14. My son, do not squander your money. 15. I shall come at about (*á eso de*) four o'clock.

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1. The preposition *á* is not used before a possessive pronoun, when used as a direct object, even if it refers to a person (see L. 8, 5) ; but observe that we say, in the same sentence, *al* (not *el*) de Vds., because here the noun *abogado* is understood.

2. Literally, *at that of*, translate *at about*.

## LESSON 27.

## RELATIVE PRONOUNS.

1.—The relative pronouns, *who*, *whom*, *that*, and *which*, are translated in Spanish by *que* (with, the exception noted in the next paragraph); as, *el discípulo que estudia bien sus lecciones, es querido de sus maestros*, the scholar who studies his lessons well, is liked by his teachers; *el caballero que V. vió conmigo, es español*, the gentleman whom you saw with me, is a Spaniard; *el abanico que V. compró ayer es muy hermoso*, the fan that you bought yesterday is very handsome; *la casa en que vivo es de mi tío*, the house in which I live belongs to my uncle.

2.—When *whom* (or *that*, referring to a person) is the object of a preposition, it is translated by *quien*; as, *el caballero con quien V. me vió, es abogado*, the gentleman with whom you saw me is a lawyer; *la señora de quien V. habla, es mi prima*, the lady that you speak of is my cousin.

Even when *whom* is the direct object of a verb, it is sometimes translated by *á quien*, especially when two clauses follow each other, and we wish to avoid the repetition of *que*; as, *el caballero que encontramos en frente del correo y á quien yo saludé, es presidente de un banco nacional*, the gentleman whom we met opposite the post-office, and whom I saluted, is the president of a national bank.

NOTE. 1.—The relative must not be omitted in Spanish; as, *the man you speak of*, *el hombre de quien V. habla* (*the man of whom you speak*).

2.—*Quien* has a plural form, *quienes*, which is used when it refers to an antecedent in the plural; as, *los caballeros con quienes hablé*, the gentlemen with whom I spoke.

3.—Instead of either *que* or *quien*, we may use *el cual* (fem. *la cual*, plural *los* or *las cuales*); but *que* or *quien* is preferred, except when it becomes necessary to determine,

by a different form for the feminine or plural, to which antecedent the relative refers ; as, *la hija del banquero, de la cual recibimos la invitacion*, the banker's daughter, from whom we received the invitation ; if we said *de quien* recibimos, etc., there might be a doubt as to whether we received the invitation from the banker or from his daughter.

*El cual* is also used to avoid repetition ; as, *el vapor que sale á las seis, y en el cual partiré para Albany*, the steamer that leaves at six, and in which I shall depart for Albany.

4.—*He or she who, they or those who, the one who, that or the one which, and those which*, are translated in Spanish by the definite article, followed by *que*, the noun-antecedent being understood after the article ; as, *el* (*i. e.*, el hombre) *que no estudia, no aprenderá*, he who does not study, will not learn ; *los* (*i. e.*, los hombres) *que no estudian, no aprenderán*, those who do not study will not learn. ¿ *Qué diccionario es para mí ?* *El* (*i. e.*, el diccionario) *que V. ve en la mesa*. Which dictionary is for me ? That (*or the one*) which you see on the table. ¿ *De qué caballero (or señora) habla V. ?* *Del* (*or de la, i. e.*, del caballero *or de la señora*) *que ví en su casa de V. el otro día*. Of what gentleman (*or lady*) do you speak ? Of the one whom (*or that*) I saw at your house the other day.

The English *what*, as a relative, meaning *that which*, is translated in Spanish by *lo que* ; as, *lo que es demasiado barato, por lo regular no es bueno*, what is too cheap, is usually not good. ¿ *Se acuerda V. de lo que le dije ?* Do you remember what I told you ?

NOTE. 1.—*El que, la que*, etc., may be used also for *el cual* ; as, *la sobrina del gobernador, á la que (or á la cual) envié una invitacion*, the governor's niece, to whom I sent an invitation.

2.—*He who or the one who* is often translated by *quien* ; as, *quien (for el que) no estudia*, he who does not study ; *él es quien lo dijo*, he is the one (*or it is he*) who said so (*said it*).

5.—*Cuyo* (*fem. cuya, pl. cuyos, cuyas*), whose, agrees with

the noun following it in gender and number ; as, *el caballero cuya casa yo compré, ha regresado á Europa*, the gentleman whose house I bought, has returned to Europe ; *la señora cuyos hijos V. enseña, ha llegado*, the lady whose sons you teach, has arrived.

### INTERROGATIVE PRONOUNS.

6.—The *Interrogative Pronouns* are the following :

Quién (quiénes), *who* (or *whom*, as the object of a preposition),

á quién, *whom* (as the object of a verb),

de quién, *whose*,

qué, *what*,

cuál (cuáles), *which*.

The accent distinguishes them from the relatives having the same form.

NOTE.—*Quiénes* is used when it is known from the context that several persons are spoken of ; as, *¿de quiénes son estos bastones?* Whose canes are these ?

### DIRECTIONS AND QUESTIONS.

1.—Study Nos. 1 and 2 and the “Note.” How are the relative pronouns *who*, *that*, and *which* translated in Spanish ? How is *whom* translated, as a rule, when it is the object of a verb ? What other form is sometimes used ? How is *whom* translated when it is the object of a preposition ? When is the plural of *quien* used ?

2.—Study No. 3. In what cases is *el cual* preferred to *que* or *quien* ?

3.—Study No. 4 and the “Note.” How are *he*, *the one*, *they*, or *those*—*who*, *that*, *the one*, or *those*—*which* translated in Spanish ? How is the relative *what* translated in Spanish ? What may be used for *el cual* ? How is *he who* or *the one who* often translated ?

4.—Study No. 5. What is the meaning of *cuyo* ? With what word does it agree in gender and number ?

5.—Study No. 6 and the “Note.” Which are the interrogative pronouns ? How are they distinguished from the relatives having the same form ? When is *quiénes* used ?

## VOCABULARY.

el respeto, <i>the respect</i>	devolver (conj. like <i>volver</i> ), <i>to return</i> (a book, etc.)
el paseo, <i>the promenade</i>	encontrar ( <i>encuentro</i> ), <i>to meet</i>
la viuda, <i>the widow</i>	saludar, <i>to salute, greet</i> [down]
la opinion, <i>the opinion</i>	quemarse, <i>to be burnt, to burn</i>
la mitad, <i>the half</i> (French <i>la moitié</i> )	arruinar, <i>to ruin</i>
el doctor, <i>the doctor</i>	asegurar, <i>to insure</i>
la orilla, <i>the shore</i>	fiarse, <i>to trust</i>
el mar, <i>the sea</i> ; la orilla del mar, <i>the sea-shore</i>	preferir ( <i>prefiero</i> ), <i>to prefer</i>
el compañero de viaje, <i>the traveling companion</i>	lisonjear, <i>to flatter</i>
	ancho, <i>wide</i>
	ruso, <i>Russian</i>
merecer ( <i>merezco</i> ), <i>to deserve</i>	delante de, <i>before</i> (prep.)

REMARKS. 1.—*Fiarse*, to trust, is followed by *de*; as, *no me fio de aquel hombre*, I do not trust that man.

2.—*Delante*, before, refers to locality, while *antes* refers to time; as, *espéreme V. delante del teatro*, expect me before (in front of) the theater; *vendré antes de las ocho*, I shall come before eight o'clock.

1. Don Manuel es un caballero que merece el respeto en que le tienen (*hold*) todos sus amigos. 2. El boticario me ha devuelto (*or* vuelto) el libro que le habia prestado el otro dia. 3. El jóven que encontrámos en el paseo y á quien yo saludé, es el cuñado del gobernador. 4. Los dos caballeros con quienes V. me vió delante del teatro, acaban de llegar de Madrid. 5. La tia del coronel, la cual nos envió una invitacion, es la viuda de un riquísimo banquero. 6. ¿ Es la señora cuya hija se casó con Don Felipe la semana pasada ? Sí, señor. 7. ¿ Perderá mucho el comerciante cuyo almacén se quemó anoche ? 8. Hay quien cree que

1. Literally, *there is (he) who believes*; translate by *there are those who think*, or simply *some think*.



estará arruinado, porque no estaba asegurado. 9. ¿ Es V<sup>o</sup> también de los que tienen (*hold*) esta opinion? 10. Lo que no comprendo es como él podia fiarse de aquel hombre. 11. No me pagó más que la mitad de lo que me debia. 12. ¿ Es V. quien se lo ha dicho á Don Fernando? 13. Doy á V. las gracias, caballero.<sup>1</sup> 14. No hay de qué.<sup>2</sup> 15. ¿ Cuál prefiere V., café ó té? 16. ¿ A quién ha pagado V.? 17. He pagado al cajero.

1. The professor who lives in our house is a German. 2. The train that leaves at four o'clock goes to Philadelphia. 3. The book that I have bought is for your (thy) sister. 4. The doctor whom I consulted is very skilful. 5. The gentleman with whom you saw me at (*en*) the opera, is an officer of the Russian army. 6. The street in which we live is very long and very wide (*superl.*). 7. The house which we have rented, and in which we intend (*pensamos*) to spend the summer, is near the sea-shore. 8. Do not trust him who flatters you (thee). 9. Have you done what I have ordered you? 10. I do not know what that<sup>4</sup> means. 11. The gentleman whose house was burned evening before last, is ruined. 12. Which house? 13. The one that you intended to rent last winter. 14. Whom are you looking for? 15. I am looking for my traveling companion.

1. *I give you the thanks, sir*; translate, *I thank you, sir*.

2. Literally, *there is not of what* i. e., the « is nothing that you should thank me for; translate by *you are welcome*. This is also the answer that we give in Spanish, when some one asks our pardon for some slight mishap or oversight, and then it corresponds to the English *not at all* or *never mind*. Observe that, in this expression, *qué* is accented, although not used interrogatively.

3. Translate *him who* by *del que* or by *de quien*, *fiarse* being followed by *de* (see the Remarks following the Vocabulary; see also L. 16, §, last paragraph).

4. Translate *that* by *eso* and place it at the end of the sentence.

## LESSON 28.

## INDEFINITE ADJECTIVES AND PRONOUNS.

1.—*Alguien* means *somebody* or *anybody*; as, *álguien llama*, somebody calls; ¿ *ha visto V. á álguien?* Have you seen anybody?

*Alguno* (fem. *alguna*, plur. *algunos*,—as) is also used in the sense of *somebody* or *anybody*; as, ¿ *hay alguno en el otro cuarto?* Is (there) anybody in the other room?

As a rule, however, *alguno* corresponds to *some one* or *any one* (plur. *some* or *any*) of a certain number or class; as, *alguno* (e. g., *de los discípulos*) *debe tenerlo*, some one (of the scholars) must have it.

When modifying a noun (expressed or understood) *alguno* is translated by *some* or *any*; as, *algunos (discípulos) aprenden mucho más aprisa que otros*, some (scholars) learn much more quickly than others; *déme V. algunos pesos*, give me some, i. e., a few, dollars.

*Alguno* may often be omitted (see L. 1, 6); as, ¿ *tiene V. alguna tinta?* or ¿ *tiene V. tinta?* Have you any ink?

*Algo* or *alguna cosa* means *something* or *anything*; as, ¿ *ha comprado V. algo?* Have you bought anything? *He comprado algo*, I have bought something.

Sometimes it is used as an adverb in the sense of *somewhat* or *rather*; as, *tú eres algo curioso*, you are somewhat (or rather) curious.

2.—*Nadie* (nä'diě) means *nobody*, *not anybody*; as, *nadie ha venido durante tu ausencia*, nobody has come during your absence.

*Ninguno* is also used in the sense of *nobody*, but more

frequently it corresponds to the English *no one, not any one*, of a certain number or class; as, *¿no han venido los caballeros que yo esperaba? Ninguno ha venido*; have not the gentlemen come whom I expected? No one (of them) has come. *Ninguno habia estudiado la leccion*, no one (of the scholars) had studied the lesson.

When modifying a noun, *ninguno* is translated by *no, or not any*; as, *ninguna discípula ha leído este libro*, no scholar has read this book.

Before a masculine noun in the singular, *alguno* and *ninguno* lose their final vowel; as, *algún dinero, ningún discípulo*, some money, no scholar.

*Nada* or *ninguna cosa* means nothing, not anything.

When *nadie, ninguno, nada*, or *ninguna cosa* follows the verb, *no* (or another negative) must precede it; as, *no he visto á nadie* (or *á ninguno*), I have not seen anybody; *no tengo nada*, I have nothing (or nothing is the matter with me).

*Ninguno* may often be omitted (see L. 1, 6); as, *no tengo ningún dinero*, or *no tengo dinero*, I have not any money.

NOTE. 1.—In translating the English words *anybody, any*, and *anything*, the student must be careful to observe whether they are accompanied by a negative or not. If not accompanied by a negative, they must be translated by *alguien, alguno*, and *algo* (or *alguna cosa*); but if they are accompanied by a negative, they must be translated by *nadie, ninguno*, and *nada* (or *ninguna cosa*), and not by *no—alguien, no—alguno, no—algo*, except in a question, when either form may be used; as, *¿no ha visto V. á alguien?* or *¿no ha visto V. á nadie?* Have you not seen anybody?

2.—*Alguno* is sometimes used in a negative sense, with *no* before the verb, and is then more emphatic than *ninguno*; when used with a noun, it is placed *after* it; as, *no tengo dinero alguno*, I have not any money at all.

3.—When *algo* or *nada* is followed by an adjective, the latter is preceded by *de*; as, *algo de nuevo*, something new; *nada de bueno*, nothing good. But when they are followed by a verb, *que* is used; as, *algo (nada) que hacer*, something (nothing) to do.

3.—*Quienquiera*, whosoever, and *cualquiera*, whosoever, whatsoever, whichever, have in the plural *quienesquiera* and *cualesquiera*.

4.—The plural of *uno* (or *una*), one, is used in the sense of *some*; as, *he recibido unas veinte cartas*, I have received some twenty letters.

5.—*Fulano* or *fulano de tal* corresponds to the English *Mr. So-and-so*; *fulano, zutano y mengano* to the *Messrs. So-and-so*. These words are used in speaking of persons whose names we do not know or do not wish to mention.

6.—*Tal*, such, is often used in the sense of *certain* in such expressions as *un tal señor Pérez*, a certain Mr. Perez.

#### DIRECTIONS AND QUESTIONS.

1.—Study No. 1. What is the meaning of *alguien*? How is *alguno* translated when not modifying a noun? How is it translated when modifying a noun? What is the meaning of *algo*? How is it translated when used as an adverb?

2.—Study No. 2 and the "Note." What is the meaning of *nadie*? How is *ninguno* translated when not modifying a noun? How is it translated when modifying a noun? When do *alguno* and *ninguno* lose their final vowel? What is the meaning of *nada*? What must precede the verb when *nadie*, *ninguno* or *nada* follows it? What must we observe in order to translate correctly the words *anybody*, *any*, *anything*? When may either of the two forms be used? What is sometimes used in the sense of *ninguno*? What is placed before an adjective following *algo* or *nada*? What before a verb following these words?

3.—Study Nos. 3, 4, 5, and 6. What is the plural of *quienquiera* and *cualquiera*? In what sense is the plural of *uno* used? What is the meaning of *fulano*? Of *fulano, zutano y mengano*? In what sense is *tal* sometimes used?

## VOCABULARY.

el corredor, <i>the corridor</i> , hall	importante, <i>important</i>
la ausencia, <i>the absence</i>	ni, <i>neither</i> , <i>even</i>
la cosa, <i>the thing</i>	fuera, <i>outside</i> , <i>out</i>
la distancia, <i>the distance</i> ;	todo el mundo, <i>everybody</i> (all
¿ qué distancia hay ? <i>How</i>	the world)
<i>far is it ?</i>	en ninguna parte, <i>nowhere</i> , <i>not</i>
la milla, <i>the mile</i>	<i>anywhere</i>
el pueblo, <i>the town</i> , <i>village</i>	la manera, <i>the manner</i> ; de
la compra, <i>the purchase</i>	ninguna manera, <i>by no</i>
el nombre, <i>the name</i>	<i>means</i>
la Habana, <i>Havana</i>	hasta donde, <i>how far</i> (lit. <i>to</i>
indispuesto, <i>indisposed</i>	<i>where</i> )

1. Me parece que alguien ha llamado á la puerta. 2. No he oído nada, ni veo (*neither do I see*) á nadie en el corredor. 3. Quiero regalar algo á mi maestro y necesito algún dinero. 4. ¿ No puede V. darme algo que hacer ? 5. ¿ Ha venido alguno de mis discípulos ? 6. Yo no he visto á ninguno. 7. ¿ Ha estado V. fuera durante mi ausencia ? 8. No he estado fuera más que algunos minutos. 9. ¿ Qué hay de nuevo (*what is the news*) ? 10. Yo no sé cosa alguna. 11. Todo el mundo se queja de los malos tiempos. 12. ¿ Qué se ha hecho de Don Antonio ? No se le ve en ninguna parte. 13. Fulano me ha dicho que está algo indispuesto. 14. Quienquiera que<sup>1</sup> venga á preguntar por mí, dígame V. que he salido y nada más. 15. No puedo descansar ni (*even*) un momento. 16. ¿ Qué distancia hay de

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1. This word need not be expressed in English ; translate *whosoever may come*, or *no matter who may come*.

aquí á Filadelfia? 17. Debe haber (*it must be*) unas ciento cincuenta millas. 18. De ninguna manera, no hay más que unas noventa (millas). 19. ¿Hasta dónde me acompañará V.? 20. Hasta el próximo pueblo. 21. ¿Conoce V. á un tal señor Jorge Pérez de la Habana? 22. No, señor, no conozco á nadie de este nombre (*by that name*).

1. If anybody comes and asks (*trans. comes to ask*) for me, tell him that I shall return in a few minutes. 2. Nobody has come so far (*trans. until now*). 3. I need a few dollars in order to make some purchases. 4. I have not even a cent. 5. Accompany me, if you have not anything to do. 6. How far do you wish me to accompany (*wish that I accompany—subj.*) you? 7. Have you anything for me? 8. I have to (*tengo que*) tell you something. 9. This evening I shall introduce to you a certain Mr. Peralta,<sup>1</sup> who has just arrived from Madrid. 10. Is there any news (*anything new*) in the paper (*periódico*)? 11. Yes, but there is nothing important. 12. How far is it from here to the next town? 13. Some five or six miles. 14. In the summer everybody goes to the country. 15. Is it true (*verdad*) that Mr. So-and-so will marry (*se casará con*) Miss Annie? 16. No matter who<sup>2</sup> may say that (*it*), I do not believe it.

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1. See Foot-note 1, p. 121.

2. Translate *no matter who* by *quienquiera que*.



# APPENDIX,

CONTAINING EXCEPTIONS AND ADDITIONAL FORMS AND  
EXPLANATIONS, TO BE STUDIED IN CONNECTION  
WITH A REVIEW OF THE LESSONS.

## TO LESSON 2.

To No. 2.— *a.* The following nouns are masculine, although ending in *a* : *El cometa*, the comet ; *el planeta*, the planet ; *el mapa*, the map ; *el sofá*, the sofa ; *el clima*, the climate ; *el diploma*, the diploma ; *el dogma*, the dogma ; and other nouns derived from the Greek, ending in *ma*.

*b.* The names of the points of the compass, the names of mountains, and nearly all names of rivers are masculine, although they may end in *a* or *d* ; as, *el sud* (or *sur*), the south ; *el Himalaya*, the Himalaya ; *el Sena*, the Seine.

*c.* *El ataud* (à-tà-ōōd'), the coffin, *el laud* (là-ōōd'), the lute, and a few others are masculine, although ending in *d*.

*d.* The names of the letters of the alphabet are used with the feminine article, the noun *letra* being understood ; as, *la b* (là bā), *la c* (là thā), *la o* (là ō), etc.

*e.* Some nouns may be used in either gender ; as, *el mar* or *la mar*, the sea. Others change their meaning with the gender ; as, *el capital*, the capital (money), *la capital*, the capital (city) ; *el cometa*, the comet, *la cometa*, the kite ; *el guardia*, the soldier belonging to the Guards, *la guardia*, the guard ; *el órden*, the order (method, system), *la órden*, the order (command, or religious order), etc.



## TO LESSON 4.

To No. 2.—Adjectives ending in *an* add *a* to form the feminine ; as, *un muchacho holgazan*, a lazy boy ; *una muchacha holgazana*, a lazy girl.

Some nouns ending in *or* are often used as adjectives and add *a* to form the feminine (see the remarks to No. 7, below) ; as, *el hablador*, the prattler ; *un muchacho hablador*, a prattling (loquacious) boy ; *una muchacha habladora*, a prattling girl.

To No. 5.—When the adjective denotes an essential quality of the noun, it is placed before the noun ; as, *la blanca nieve*, the white snow ; not *la nieve blanca*.

To No. 6.—*Santo* is not abbreviated before *Domingo* and *Tomás*, when we speak of St. Dominic and St. Thomas ; as, *Santo Domingo* and *Santo Tomás* ; but in speaking of the islands of San Domingo and St. Thomas, we abbreviate it to *San* ; as, *San Domingo*, *San Tomás*.

To No. 7.—Many nouns ending in a consonant form the feminine by adding *a* ; as, *el general*, the general, *la generala*, the general's wife ; *el capitan*, the captain ; *la capitana*, the captain's wife ; *el pintor*, the painter, artist, *la pintora*, the female artist ; etc.

Other nouns form the feminine in a different way ; as, *el actor*, the actor, *la actriz*, the actress ; *el poeta*, the poet, *la poetisa*, the poetess ; *el duque*, the duke, *la duquesa*, the duchess ; etc.

ADDITIONAL REMARKS ON THE ADJECTIVES. 1.—In describing parts of the body, we must place the definite article before the noun ; as, *ella tiene el pelo negro y los ojos azules*, she has black hair and blue eyes (lit., *she has the hair black and the eyes blue*).

2.—Adjectives are often used as nouns ; as, *el pobre*, the poor (man) ; *los pobres*, the poor (people).

Such adjectives are often followed by *de* and a name ; as, *el pobre de Don José*, poor Mr. Joseph, lit., the poor (fellow) of a Mr. Joseph ; *la buena de Doña Catalina*, good Mrs. Catherine.

## TO LESSON 5.

To No. 2.— *a.* A few nouns ending in an accented vowel form their plural by adding *es* ; as, *el bajá*, the bashaw, *los bajáes* ; *el alelí*, the gilliflower, *los alelíes*.

*b.* Words ending in *s*, of more than one syllable and not accented on the last, remain unchanged in the plural ; as, *el lunes*, the Monday, *los lunes* ; but we say *los meses*, *los ingleses*, because *mes* is a monosyllable and *ingles* is accented on the last syllable.

Proper names ending in *z* remain also unchanged ; as, *los Pérez*, *los Sánchez*, etc.

To No. 3.—An adjective referring to two or more singular nouns must be in the plural, and if the nouns are of different genders, the adjective must be in the masculine ; as, *el tío y la tía son buenos*.

## TO LESSON 6.

To No. 1.—The following are the *Ordinal Numbers* above *tenth* :

Undécimo, <i>eleventh</i>	vigésimo, <i>twentieth</i>
duodécimo, <i>twelfth</i>	vigésimo primo or primero,
décimo tercio, <i>thirteenth</i>	<i>twenty-first</i>
décimo cuarto, <i>fourteenth</i>	vigésimo segundo, <i>twenty-</i>
décimo quinto, <i>fifteenth</i>	<i>second</i>
décimo sexto, <i>sixteenth</i>	vigésimo tercio, <i>twenty-third</i>
décimo sétimo, <i>seventeenth</i>	vigésimo cuarto, <i>twenty-</i>
décimo octavo, <i>eighteenth</i>	<i>fourth</i>
décimo nono, <i>nineteenth</i>	

trigésimo, <i>thirtieth</i>	sescentésimo, <i>six hundredth</i>
cuadragésimo, <i>fortieth</i>	septingentésimo, <i>seven hundredth</i>
quincuagésimo, <i>fiftieth</i>	
sexagésimo, <i>sixtieth</i>	octogentésimo, <i>eight hundredth</i>
septuagésimo, <i>seventieth</i>	
octogésimo, <i>eightieth</i>	nonagentésimo, <i>nine hundredth</i>
nonagésimo, <i>ninetieth</i>	
centésimo, <i>one hundredth</i>	milésimo, <i>one thousandth</i>
ducentésimo, <i>two hundredth</i>	dosmilésimo, <i>two thousandth</i>
trecentésimo, <i>three hundredth</i>	tresmilésimo, <i>three thousandth</i>
cuadragentésimo, <i>four hundredth</i>	millonésimo, <i>one millionth</i>
quingentésimo, <i>five hundredth</i>	

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NOTE.—Ordinal numbers following the name of a sovereign are not preceded by an article in Spanish ; as, *Felipe segundo*, Philip the Second.

## TO LESSON 7.

To No. 2.—A few words change the final vowel to *e* or add an *e* before adding the diminutive endings *cito*, etc. ; as, *mano*, hand, *manecita*, little hand ; *flor*, flower, *florecita*, little flower.

## TO LESSON 9.

To No. 1.—*Tener* is sometimes used as an auxiliary, when we wish to lay particular stress on the *completion* of an action, and then the past participle agrees with the object in gender and number ; as, *tengo alquilada la casa*, I have rented the house ; *él tiene tomadas sus precauciones*, he has taken (his) precautions.

When used with *haber*, the past participle is always invariable.

To No. 4.—Before words commencing with *hie*, *y* is not changed to *é*; as, *plomo y hierro*, lead and iron.

## TO LESSON 10.

To No. 2.—Students will find that many writers and speakers use the feminine direct object *la*, plur. *las*, in place of the indirect object *le*, plur. *les*; as, *yo la (las) dije*, I said to her (to them).

## TO LESSON 11.

To No. 6.—The following lists contain verbs of frequent occurrence that are likely to be followed by an infinitive:

a. Verbs not requiring any preposition before a dependent infinitive:

*Aconsejar*, to advise  
*agradar*, to please  
*alegrarse*<sup>1</sup>, to rejoice  
*acostumbrar*, to use  
*celebrar*, to celebrate  
*confesar*, to confess  
*creer*, to believe  
*declarar*, to declare  
*desear*, to wish  
*determinar*, to determine  
*dignarse*, to condescend  
*esperar*, to hope  
*figurarse*, to imagine  
*hacer*, to do, to make  
*imaginarse*, to imagine

*intentar*, to intend  
*mandar*, to order  
*parecer*, to seem  
*pensar*, to think, to intend  
*poder*, to be able  
*preferir*, to prefer  
*pretender*, to pretend  
*prohibir*, to forbid  
*prometer*, to promise  
*querer*, to wish  
*saber*, to know  
*sentir*, to feel  
*servirse*, to serve one's self  
*soler*, to use

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1. This verb is often used with the preposition *de*; as, *me alegro hallarle á V. en casa*, or *me alegro de hallarle*, etc.

**b. Verbs requiring the preposition *de* before a dependent infinitive :**

Acabar, <i>to finish</i>	cesar, <i>to cease</i>
acordarse, <i>to remember</i>	jactarse, <i>to boast</i>
acusar, <i>to accuse</i>	presumir, <i>to presume</i>
avergonzarse, <i>to be ashamed</i>	tratar, <i>to try</i>
cansarse, <i>to be tired</i>	

**c. Verbs requiring the preposition *á* before a dependent infinitive :**

aprender, <i>to learn</i>	ir, <i>to go</i>
atreverse, <i>to dare</i>	persuadir, <i>to persuade</i>
comenzar, <i>to begin</i>	principiar, <i>to begin</i>
convidar, <i>to invite</i>	probar, <i>to try</i>
echar, <i>to throw, to begin</i>	resolver, <i>to resolve</i>
empezar, <i>to begin</i>	volver, <i>to turn</i>
enseñar, <i>to show, to teach</i>	

**d. Verbs requiring the preposition *en* before a dependent infinitive :**

convenir, <i>to agree</i>	perseverar, <i>to persevere</i>
ocuparse, <i>to occupy one's self</i>	

NOTE.—With some verbs it depends upon the meaning in which they are used, as to whether they require a certain preposition before a dependent infinitive or not; *dejar*, for instance, in the sense of *to let, to allow*, is not followed by a preposition, but in the sense of *to leave off, to cease*, it requires the preposition *de*; as, *déjame hablar*, let me speak; *deja de hablar*, cease to speak.

## TO LESSON 12.

To No. 1.—When *se* is the direct object of a (reflexive) verb that has also an indirect object, *se* stands first; as, *él se me presentó*, he introduced himself to me.

## TO LESSON 14.

To No. 6.—When two or more adverbs follow each other, the ending *mente* is joined to the last only ; as, *la casa está amueblada hermosa y costosamente*, the house is furnished handsomely and expensively.

## TO LESSON 16.

To No. 4.—The future indicative or the infinitive is sometimes used for the imperative ; as, *¡ te callarás !* you will be still, *i. e.*, be still ! *¡ Sentarse !* to sit down, *i. e.*, sit (you) down !

To No. 5, "NOTE".—In the second person plural of the imperative of *irse*, to go away, the *d* is not dropped ; we say *¡ idos !* go away !

## TO LESSON 17.

To No. 5.—The following are all the verbs subject to special irregularities and not contained in any of the lessons :

NOTE.—*All forms that are not given here are regular. Remember, however, that the Conditional and Imperfect Subjunctive are formed from the Future and Preterite, respectively (see L. 24, 1 and 2), and are consequently subject to the same irregularities that may occur in those tenses.*

*a. Adquirir, to acquire.*

Pres. Ind. *Adquiero, adquieres, adquiere, adquirimos, adquirís, adquieren.*

Pres. Subj. *Adquiera, adquieras, adquiera, adquiramos, adquirais, adquieran.*

Imperative. *Adquiere, adquiera, adquiramos, adquirid, adquieran.*

NOTE.—This verb is irregular in the same forms as *pensar*, but instead of inserting *i* before *e*, it inserts an *e* after the *i*.

*b. Andar, to walk.*

Preterite. *Anduve, anduviste, anduvo, anduvimos, anduvisteis, anduvieron.*

c. *Asir, to seize.*Pres. Ind. *Asgo, ases, ase, asimos, asís, asen.*Pres. Subj. *Asga, asgas, asga, asgamos, asgais, asgan.*Imperative. *Ase, asga, asgamos, asid, asgan.*d. *Caber, to find room.*<sup>1</sup>Pres. Ind. *Quepo, cabes, cabe, cabemos, cabeis, caben.*Preterite. *Cupe, cupiste, cupo, cupimos, cupisteis, cupieron.*Future. *Cabré, cabrás, cabrá, cabremos, cabreis, cabrán.*Pres. Subj. *Quepa, quepas, quepa, quepamos, quepais, quepan.*Imperative. *Cabe, quepa, quepamos, cabed, quepan*e. *Caer, to fall.*Pres. Ind. *Caigo, caes, cae, caemos, caeis, caen.*Preterite. *Caí, caiste, cayó (see L. 20, 3), caimos, caísteis, cayeron.*Pres. Subj. *Caiga, caigas, caiga, caigamos, caigais, caigan.*Imperative. *Cae, caiga, caigamos, caed, caigan.*Pres. Part. *Cayendo.*f. *Erguir, to hold up the head.*Pres. Ind. *Yergo, yergues, yergue, erguimos, erguís, yerguen.*Preterite. *Erguí, erguiste, irguió, erguimos, erguisteis, irguieron.*Pres. Subj. *Yerga, yergas, yerga, irgamos, irgais, yergan.*Imperative. *Yergue, yerga, irgamos, erguid, yergan.*Pres. Part. *Irguiendo.*g. *Errar, to err.*Pres. Ind. *Yerro, yerras, yerra, erramos, errais, yerran.*Pres. Subj. *Yerre, yerres, yerre, erremos, erreis, yerren.*


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1. For instance, *cuatro mil personas caben en este teatro*, four thousand persons find room in this theater. or this theater holds four thousand persons. *No cabe duda*, there is no room for doubt.

Imperative. *Yerra, yerre, erremos, errad, yerren.*

NOTE.—*Erguir* is conjugated like *sentir*, and *errar* like *pensar*, except that the *i* is changed to *y* before *e*, as no Spanish word can begin with *i* followed by a vowel.

*h. Jugat, to play.*

Pres. Ind. *Juego, juegas, juega, jugamos, jugais, juegan.*

Pres. Subj. *Juegue, juegues, juegue, juguemos, juguéis, jueguen.*

Imperative. *Juega, juegue, juguemos, jugad, jueguen.*

*i. Oler, to smell.*

Pres. Ind. *Huelo, hueles, huele, olemos, oleis, huelen.*

Pres. Subj. *Huela, huelas, huela, olamos, olais, huelan.*

Imperative. *Huele, huela, olamos, oled, huelan.*

NOTE.—*Oler* is conjugated like *volver*, except that an *h* is placed before the *ue*.

## TO LESSON 20.

To No. 3.—Verbs whose stem ends in *ll*, or *ñ*, reject the (unaccented) *i* of the termination when it is followed by a vowel ; as, *tañer*, to concern, *tañó, tañeron, tañendo* ; *mullir*, to beat (metal), *mulló, mulleron, mullendo* ; *bruñir*, to bur-nish, *bruñó, bruñeron, bruñendo*.

## TO LESSON 22.

To No. 4, "NOTE."—*a.* The following verbs have two past participles, a regular and an irregular one, either of which may be used in the compound tenses with the verb *haber* and in the passive voice (the irregular *roto* being preferred to *rompido*) ; but when the participle is employed as an adjective, the irregular form *must* be used ; viz.,

<i>freir, to fry</i>	<i>freido</i>	or	<i>frito</i>
<i>prender, to seize</i>	<i>prendido</i>		<i>preso</i>
<i>proveer, to provide</i>	<i>proveido</i>		<i>provisto</i>
<i>romper, to break</i>	<i>rompido</i>		<i>roto</i>

*b.* There are many other Spanish verbs that have apparently two past participles, but as the irregular ones are used only as adjectives,



tives, they may be considered simply as such, and need not be classified as the irregular forms of verbs; as, *abstraer*, to abstract; *abstraído*, abstracted; *abstracto*, ab'stract; *contentar*, to satisfy; *contentado*, satisfied (*participle*, as in *he has satisfied him*); *contento*, satisfied, contented (*adjective*, as in *he is a contented man*).

The following list contains those most frequently used :

INFINITIVE.	PARTICIPLE.	VERBAL ADJECTIVE.
bendecir, <i>to bless</i>	bendecido	bendito
confundir, <i>to confuse</i>	confundido	confuso
dividir, <i>to divide</i>	dividido	diviso
excluir, <i>to exclude</i>	excluido	excluso
eximir, <i>to exempt</i>	eximido	exento
expresar, <i>to express</i>	expresado	expreso
extender, <i>to extend</i>	extendido	extenso
fijar, <i>to fix</i>	fijado	fijo
incluir, <i>to include</i>	incluido	incluso
invertir, <i>to invert</i>	invertido	inverso
juntar, <i>to join</i>	juntado	junto
maldecir, <i>to curse</i>	maldecido	maldito
nacer, <i>to be born</i>	nacido	nato
oprimir, <i>to oppress</i>	oprimido	opreso
recluir, <i>to shut in</i>	recluido	recluso
suprimir, <i>to suppress</i>	suprimido	supreso
teñir, <i>to dye</i>	teñido	tinto

c. There is also, in Spanish, a so-called second form of the *present participle*, ending in *ante*, *ente*, or *iente*, which may, however, with very few exceptions, be regarded simply as a noun or an adjective; as, *el amante* (from *amar*), the lover; *el estudiante* (from *estudiar*), the student; *obediente* (from *obedecer*), obedient; *absorbente* (from *absorber*), absorbing, etc.

## TO LESSON 23.

To No. 1.—*Por*, followed by an adjective and the conjunction *que*, expresses the English *no matter how*; as, *por rico que sea*, no matter how rich he may be; *por poco que sepa*, no matter how little he may know.

## TO LESSON 25.

To No. 4, NOTE, 2.— *a.* The following adjectives have, beside the form in *ísimo*, an irregular superlative; viz.,

bueno, <i>óptimo</i>	grande, <i>máximo</i>
malo, <i>pésimo</i>	pequeño, <i>mínimo</i>

*b.* Adjectives ending in *ble* change that syllable to *bil*, before adding *ísimo* (like *amable*); as, *afable*, *affable*, *afabilísimo*; *noble*, *noble*, *nobilísimo*.

*c.* Adjectives having *ie* in the last syllable but one, drop the *i*; as, *valiente*, *valiant*, *valentísimo*; *tierno*, *tender*, *ternísimo*.

*d.* Adjectives ending in *io* drop the *i*; as, *limpio*, *clean*, *limpísimo*. *Frio*, *cold*, and *pío*, *pious*, are excepted and make *fríísimo* and *piísimo*.

*e.* The following adjectives form their superlative absolute in *érrimo*, (like *pobre* and *salubre*); viz.,

acre, <i>bitter</i> , acérrimo	íntegro, <i>upright</i> , integérrimo
áspero, <i>rough</i> , aspérrimo	libre, <i>free</i> , libérrimo
célebre, <i>celebrated</i> , celebrérrimo	mísero, <i>miserable</i> , misérrimo

*f.* The following adjectives form their superlative absolute in *entísimo* (like *magnífico*); viz., [tísimo

benéfico, <i>beneficent</i> , beneficentísimo	munífico, <i>munificent</i> , munificen-
benévolo, <i>benevolent</i> , benevolentísimo	sabio, <i>wise</i> , sapientísimo

*g.* The following adjectives take their superlative absolute from the Latin; viz.,

amigo, <i>friendly</i> , amicísimo	fiel, <i>faithful</i> , fidelísimo
antiguo, <i>ancient</i> , antiquísimo	sagrado, <i>sacred</i> , sacratísimo
cruel, <i>cruel</i> , crudelísimo	

ADDITIONAL REMARKS TO LESSON 25.—When the word *than* after an adjective in the comparative degree introduces a clause, the Spanish *que* must be preceded by *de lo*; as, *es más rico de lo que era*, he is richer than he was (lit., *of what he was*); but when *than* follows a noun preceded by *more* (or *less*), the article before *que* must agree in gender and number with that noun; as, *tiene más dinero del que tenía hace tres años*, he has more money than he had three years ago; *tiene menos ambición de la que tenía antes*, he has less ambition than he had formerly.

## TO LESSON 28.

To No. 2.—*Alguno* and *ninguno* are abbreviated to *algun* and *ningun* also before feminine nouns beginning with a or *ha* and accented on the first syllable (compare L. 2, 5) ; as, *algun agua*, some water ; *ningun arma*, no arm (weapon).

## IDIOMATIC PECULIARITIES

## IN THE USE OF THE PARTICIPLES AND INFINITIVE.

1.—The present participle is sometimes preceded by *en* ; *en diciendo esto se fué*, saying this, he went away.

2.—The past participle is often used *absolutely*, i. e., without apparent grammatical relation to any other part of the sentence. It is translated in English by the perfect participle, active or passive, as the case may be ; as, *cumplido el objeto de mi visita, me levanté para marcharme*, the object of my visit being accomplished (or having accomplished the object of my visit), I rose to go away ; *puesto en fuga el enemigo, el regimiento regresó al campo*, the enemy being put to flight, the regiment returned to the camp.

3.—A peculiar idiomatic construction is the use of a nominative with the past participle, after a preposition ; as, *después de acostado él, nosotros salimos*, after he had retired, we went out. But we could also say, in Spanish, *después que él se hubo acostado*, etc.

4.—When the English form in *ing* is a verbal noun, it must be translated by the Spanish infinitive (see L. 8, 3, Note). The infinitive is thus often used as the subject of a sentence, with or without the article ; as, *leer por la noche cansa la vista*, reading at night tires the eyes (the sight) ; *el leer buenos libros es útil*, the reading of good books is useful. We see from the last example that even when preceded by the article, the Spanish infinitive retains the characteristics of the verb, and governs its object without the aid of a preposition.

The infinitive is sometimes preceded by *al* and then corresponds to the present participle ; as, *al ver esto se asustó*, seeing this, he was frightened.

5.—The infinitive preceded by the preposition *a* is frequently used instead of a conditional clause ; as, *a saber esto, yo no habría venido*, if I had known that, I should not have come.

# LIST OF IRREGULAR VERBS.

## ARRANGED IN ALPHABETICAL ORDER.

With the exception of a few verbs of very rare occurrence, this list contains all the irregular verbs of the Spanish language.

Compound verbs, however, whose simple verbs are in use and subject to the same irregularities, are not, as a rule, given in the list. Thus, *e. g.*, on failing to find the verb *abstraer*, students will look for *traer*, in failing to find *consonar*, they will look for *sonar*, etc.

With impersonal verbs, the *third* person singular of the indicative is given, if it is irregular, as in *llover* (*llueve*); if not, the subjunctive is given, as in *acaecer* (*acaezca*).

In order to use the list properly, the explanations given in Lesson 17, 1, 2, 3, and 4, in Lesson 18, 1 and 2, and in Lesson 20 should be thoroughly understood.

abastecer, to *purvey*, abastezco  
 aborrecer, to *abhor*, aborrezco  
 abrir, to *open*, *p. p.* abierto  
 absolver, to *absolve*, absuelvo<sup>1</sup>  
 acaecer, to *happen*, acaezca  
 acertar, to *hit the mark*, acierto  
 acontecer, to *happen*, acontezca  
 acordar, to *agree*, acuerdo  
 acostar, to *lay down*, acuesto [to  
 acrecentar, to *increase*, acrecien-  
 adestrar, to *guide*, adiestro  
 adherir, to *adhere*, adhiero,  
 adormecer, to *put to sleep*, ador-  
 mezco

adquirir, to *acquire*, see p. 173  
 aducir, to *adduce*, see *conducir*  
 advertir, to *notice*, advierto  
 aferrar, to *grasp*, afierro  
 afollar, to *blow*, afuello  
 agorar, to *divine*, agüero  
 agradecer, to *thank*, see p. 110  
 alentar, to *animate*, aliento  
 almorzar, to *breakfast*, almuerzo  
 amanecer, to *grow light*, amanez-  
 co<sup>2</sup>  
 amolar, to *grind*, amuelo  
 andar, to *walk*, see p. 173 [co<sup>2</sup>  
 anochecer, to *grow dark*, anochez-

1. Past Part. *absuelto*.

2. The first person is given because this verb is used also personally; see p. 130, Remarks.

apacentar, *to pasture*, apaciento  
 apeter, *to long for*, apetezco  
 aportar, *to arrive in port*, apuerto  
 apostar, *to bet*, apuesto  
 aprobar, *to approve*, apruebo  
 apretar, *to press*, aprieto  
 argüir, *to argue*, arguyo [co<sup>1</sup>  
 arrecirse, *to be benumbed*, arriz-  
 arrendar, *to rent*, arriendo  
 arrepentir, *to repent*, arrepiento  
 ascender, *to ascend*, asciendo  
 asentar, *to place, note*, asiento  
 asir, *to seize*, see p. 174  
 asolar, *to devastate*, asuelo  
 atender, *to attend*, atiando  
 aterrar, *to throw down*, atierro<sup>2</sup>  
 atestar, *to cram*, atiesto<sup>3</sup>  
 atribuir, *to attribute*, atribuyo  
 aventar, *to winnow*, aviento  
 avergonzar, *to shame*, avergüen-  
 zo<sup>4</sup>  
 bendecir, *to bless*, see foot-note  
 to *decir*  
 caber, *to find room*, see p. 174  
 caer, *to fall*, see p. 174  
 calentar, *to warm*, caliento  
 carecer, *to want*, carezco  
 cegar, *to blind*, ciego,  
 ceñir, *to gird*, ciño  
 cerner, *to sift*, cierno  
 cerrar, *to close*, cierro  
 cimentar, *to found*, cimienta  
 cocer, *to cook*, cuezco  
 colar, *to strain*, cuelo<sup>5</sup>  
 colegir, *to collect*, colijo

colgar, *to hang*, cuelgo  
 comedirse, *to govern one's self*,  
 comido  
 comenzar, *to begin*, comienzo  
 competir, *to compete*, compito  
 complacer, *to gratify*, complazco  
 concebir, *to conceive*, concibo  
 concernir, *to concern*, concierno  
 concertar, *to agree*, concierto  
 concluir, *to conclude*, concluyo  
 concordar, *to agree*, concuerdo  
 conducir, *to conduct*, see p. 111  
 conferir, *to confer*, confiero  
 confesar, *to confess*, confieso  
 confundir, *to confuse*, see p. 176  
 conocer, *to know*, conozco  
 consolar, *to console*, consuelo  
 constituir, *to constitute*, constitu-  
 yo  
 constreñir, *to constrain*, constriño  
 construir, *to construct*, construyo  
 contar, *to count, relate*, cuento  
 contradecir, *to contradict*, see  
 foot-note to *decir* [buyo  
 contribuir, *to contribute*, contri-  
 controvertir, *to controvert*, con-  
 trovierto [valezco  
 convalecer, *to convalesce*, con-  
 convertir, *to convert*, convierto  
 corregir, *to correct*, corrijo  
 costar, *to cost*, cuesto  
 crecer, *to grow*, crezco  
 cubrir, *to cover*, p. p. cubierto  
 dar, *to give*, see p. 111  
 decantar, *to handeal*, deciento

1. This verb combines the irregularities of *servir* and *agradecer*.

2. *Aterrar*, in the sense of *to frighten*, is regular.

3. *Atestar*, in the sense of *to witness*, *to attest*, is regular.

4. Observe that in order to have the *u* pronounced, we must place a diaeresis over it; see the letter *g* on p. 6.

5. *Colar* means also *to glue*, but in this sense it is only used in those forms that are regular; *as, estoy colando, colaba*, etc.

decir<sup>1</sup>, to say, see p. 102  
 deducir, to infer, see conducir  
 defender, to defend, defendiendo  
 deferir, to defer, defiero  
 degollar, to behead, degüello  
 demostrar, to demonstrate, demuestro  
 denostar, to revile, denuesto  
 dentar, to indent, diento  
 derrengar, to detest, derriengo  
 derretir, to melt, derrito  
 derrocar, to demolish, derrueco  
 descender, to descend, desciendo  
 descollar, to surpass, descuello  
 discordar, to unstring, descuerto  
 desdecir, to retract, see foot-note to decir  
 desleir, to dilute, see reir,  
 desmembrar, to dismember, desmiembro  
 desolar, to desolate, desuelo  
 desollar, to flay, desuello  
 despernar, to break one's legs, despierno  
 despertar, to awake, despierto  
 desterrar, to banish, destierro  
 destituir, to deprive, destituyo  
 destruir, to destroy, destruyo  
 diferir, to defer, difiero  
 digerir, to digest, digiero  
 discernir, to discern, discierno  
 discordar, to disagree, descuerto  
 disminuir, to diminish, disminuyo  
 disolver, to dissolve, disuelvo<sup>2</sup>  
 displacer, to displease, displazco

distribuir, to distribute, distribuyo  
 divertir, to amuse, divierto  
 dividir, to divide, see p. 176  
 doler, to pain, duele  
 dormir, to sleep, see p. 117  
 elegir, to elect, elijo  
 embestir, to assail, embisto  
 empedrar, to pave, empiedro  
 empezar, to begin, empiezo  
 empobrecer, to grow poor, empobrezco  
 emporcar, to soil, empuerdo  
 encarecer, to raise the price, encarezco  
 encender, to kindle, enciendo  
 encomendar, to recommend, encomiendo [tro  
 encontrar, to encounter, encuen-  
 encordar, to string, encuerdo  
 endurecer, to harden, endurezco  
 enflaquecer, to grow weak, enflaquezco [grandezco  
 engrandecer, to aggrandize, engrandezco  
 engreirse, to grow vain, see reir,  
 engrosar, to grow stout, engrueso  
 enmendar, to mend, enmiendo  
 enmudecer, to grow dumb, enmudezco  
 enriquecer, to enrich, enriquezco  
 ensangrentar, to stain with blood, ensangriento [do  
 entender, to understand, entien-  
 enternecer, to soften, enternezco  
 enterrar, to inter, bury, entierro  
 entristecer, to sadden, entristezco

1. *Bendecir, maldecir, contradecir, desdecir, and predecir* are regular in the future, *bendecir*, etc., and in the second person singular of the imperative they have *-dice, a, bendice, maldice*, etc. Otherwise they are conjugated like *decir*. *Bendecir* and *maldecir* have two past participles, *bendecido* and *bendito*, *maldecido* and *maldito*, the irregular one being used as an adjective; see p. 176.

2. Past Part. *disuelto*.

envejecer, *to grow old*, envejezco  
 erguir, *to hold up the head*, see  
     p. 174  
 errar, *to err*, see p. 174  
 escarmentar, *to learn by experi-  
     ence*, escarmiento  
 escocer, *to irritate*, escuezo  
 escribir, *to write*, p. p. escrito [co  
 establecer, *to establish*, establez-  
 estar, *to be*, see p. 102  
 estregar, *to rub*, estriego [co  
 estremecer, *to shudder*, estremez-  
 estreñir, *to bind*, estrifio  
 excluir, *to exclude*, excluyo, see  
     also p. 176  
 eximir, *to exempt*, see p. 176  
 expresar, *to express*, see p. 176  
 extender, *to extend*, extiendo,  
     see also p. 176  
 fallecer, *to die*, fallezco  
 favorecer, *to favor*, favorezco  
 fijar, *to fix*, see p. 176  
 florecer, *to flourish*, florezco  
 fluir, *to flow*, fluyo  
 fortalecer, *to fortify*, fortalezco  
 forzar, *to force*, fuerzo  
 fregar, *to scrub*, friego  
 freir, *to fry*, see reir, p. 118; see  
     also p. 175 (to L. 22)  
 gemir, *to moan*, gimo  
 gobernar, *to govern*, gobierno  
 guarnecer, *to garnish*, guarnezco  
 haber, *to have*, see p. 103  
 hacer, *to make, to do*, see p. 111  
 heder, *to have a bad odor*, hiedo  
 helar, *to freeze*, hielo  
 henchir, *to fill up*, hincho  
 hender, *to split*, hiendo

hefir, *to knead*, hifio  
 herir, *to wound*, hiero  
 herrar, *to shoe*, hierro  
 hervir, *to boil*, hiervo  
 holgar, *to rest*, huelgo  
 hollar, *to trample*, huello  
 huir, *to flee*, see p. 125 [co  
 humedecer, *to moisten*, humedez-  
 imbuir, *to imbue*, imbuyo  
 imprimir, *to print*, p. p. impreso  
 incensar, *to incense*, incienso  
 incluir, *to enclose*, incluyo, see  
     also p. 176  
 inducir, *to induce*, see conducir  
 inferir, *to infer*, infiero  
 inquirir, *to inquire*, see adquirir  
 instituir, *to institute*, instituyo  
 instruir, *to instruct*, instruyo  
 introducir, *to introduce*, see con-  
     ducir  
 invernar, *to winter*, invierno  
 invertir, *to invert*, invierto; see  
     also p. 176  
 ir, *to go*, see p. 103  
 jugar,<sup>1</sup> *to play*, see p. 175  
 juntar, *to join*, see p. 176  
 llover, *to rain*, llueve  
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1. Conjugar, to conjugate, and enjugar, to dry, are regular.

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 oler, *to smell*, see p. 175  
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 parecer, *to seem*, parezco  
 pedir, *to ask*, pido  
 pensar, *to think*, pienso<sup>1</sup>  
 perder, *to lose*, pierdo  
 perecer, *to perish*, perezco  
 permanecer, *to remain*, permanezco  
 pertenecer, *to belong*, pertenezco  
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 poner, *to put*, see p. 112  
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1. The compounds *compensar*, *recompensar*, and *dispensar* are regular.

2. The regular forms of *placer* are also found. The compounds *complacer* and *displacer* are conjugated like *agradecer*.

3. The infinitive *podrir* is also used, but all the other forms are taken from *pudrir*, except the past participle.

4. Past Part. *resuelto*.



saber, *to know*, see p. 118  
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 segar, *to reap*, siego  
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 soler, *to use*, see p. 129  
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 sonar, *to sound, ring*, sueno  
 soñar, *to dream*, sueño  
 sosegar, *to calm*, sosiego  
 soterrar, *to bury*, sotierro  
 substituir, *to substitute*, substituyo  
 sugerir, *to suggest*, sugiero  
 suprimir, *to suppress*, see p. 176  
 temblar, *to tremble*, tiemblo  
 tender, *to spread*, tiendo<sup>2</sup>  
 tener, *to have*, see p. 104

tentar, *to try, tempt*, tiento<sup>3</sup>  
 teñir, *to dye*, tiño; see also p. 176  
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 tostar, *to toast*, tuesto  
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 ver, *to see*, see p. 105  
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 vestir, *to dress*, visto  
 volar, *to fly*, vuelo  
 volcar, *to upset*, vuelco  
 volver, *to turn*, vuelvo<sup>4</sup>  
 zaherir, *to censure*, zahiero

1. The *h* of *hacer* is changed to *f*, *satisfago*, etc.

2. *Pretender*, *to pretend*, is regular.

3. *Reteniar*, *to threaten with a relapse*, is conjugated like *tentar*; but *ateniar*, *to attempt one's life*, and *intendar*, *to intend*, are regular.

4. Past. Part. *vuelto*.

## Lists of Words.

These lists contain all those words, and those only, which are used in Exercises subsequent to the Lesson in which they form part of the Vocabulary. The lists are not intended to take the place of a dictionary, but only to serve the student for *occasional* reference, when a word learned in a previous Lesson may have escaped his memory.

The numbers refer to the Lessons in which the words occur in the Vocabularies, unless they are preceded by p. (page). The small numbers above the line ("superior") refer to the foot-notes. The letters *S. E.* indicate that the word may be found in the Spanish exercise, where its meaning is apparent from the context.

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